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ABSTRACT

Suggestions for graduate teaching assistants (TA) at the University of Tennessee, Knoxville, are offered. Information is provided on: the TA as a university employee, the instructor as a teacher/adviser, course management, classroom and evaluation concerns, and teaching resources. Definitions are offered for the graduate teaching assistant, graduate teaching associate, graduate assistant, and graduate research assistant. Employment policies and the issue of professionalism are briefly covered. Also considered are: privacy of student records, academic integrity, plagiarism, letters of recommendation for students, course objectives, lecturing, testing and grading, evaluation by students, and problems with the class. Extensive information on support services at the University of Tennessee covers instruction and counseling/advising. An annotated bibliography and list of publications of the university's Learning Research Center are appended, along with course descriptions of three courses; a sample take-home exam; tips for writing true-false, multiple-choice, and writing completion test items; and course/teacher evaluation forms. (SW)

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The materials in the Special Collection on the Training of Teaching Assistants were developed through the active efforts of numerous educators who first met at the 1986 National Conference on the Institutional Responsibilities and Responses in the Employment and Education of Teaching Assistants held at the Ohio State University. Assisted by more than 80 individuals, the committee chairs listed below were able to establish the collection which will be developed and maintained by the ERIC Clearinghouse for Higher Education. This arrangement will enable faculty members, faculty developers, administrators, TA supervisors, and graduate teaching assistants to have access to TA training materials produced by institutions across the nation.

Task Force on Establishing a National Clearinghouse of Materials Developed for TA Training

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FORWARD

Too often in the teaching profession, we lose sight of the fact that a student's destiny may be shaped or twisted by a single positive or negative event in the classroom. Because of this, instructors serve as willing or reticent "gatekeepers of the students' future." This responsibility is taken seriously by most but far too casually by some. Teaching requires skill; it is an art and a craft, one not learned simply by being a student. Since nobody enjoys doing a job poorly, how then, can you avoid being a mediocre teacher?

This booklet is an attempt to offer suggestions in manual form to new instructors at the University of Tennessee, Knoxville, with some sections designed specifically for beginning Graduate Teaching Assistants. It has been prepared by the Learning Research Center and the GTA Seminar Planning Committee. As you meander herein, we hope you will find ideas that will help you accept your new challenge and accomplish it with greater ease.

No attempt has been made to make this a comprehensive teacher-training manual. We hope your interest is piqued, however, and that you pursue at least some of the references. After you have had a chance to use and reflect upon the book for a quarter, we would appreciate your evaluation. The next page of this manual is a tear-out sheet which we would like you to complete and return sometime early in the Winter Quarter. We need to know if the manual has been useful to you. Many thanks and good luck.

W. Lee Humphreys
Barbara Wickersham
LEARNING RESEARCH CENTER

September, 1987

QUESTIONNAIRE

At the beginning of the Winter Quarter, please complete and return this questionnaire by campus mail.

(1) What have you found most helpful in this manual?

(2) What could be added to make it more useful?

(3) What could be deleted?

(4) Have you used other references which you have found helpful and should be added to our list? If so, please share the complete reference with us.

(5) Other comments:

Many thanks for your help.

Lee Humphreys, Director
Learning Research Center
1819 Andy Holt Avenue
-4350

Name _____

Department _____

Telephone: Home _____ Office _____

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TEACHERS WITH FACULTY STATUS

New instructors with faculty status should consult the *Faculty Handbook* and *Your University Benefits: A Guide for Employees of the University of Tennessee* for additional information.

THE TA AS A UNIVERSITY EMPLOYEE

The primary goal of an assistantship is to facilitate progress toward a graduate degree. While student assistants make progress toward advanced degrees, they also receive work experience in a profession under the supervision of a faculty mentor. As a student, the recipient is expected to perform well academically in order to retain the assistantship. As an employee, the assistant is expected to meet teaching, research, and/or administrative obligations. In sum, financial support is awarded for graduate study which also contributes to the teaching and/or research mission of the University.

DEFINITIONS

Graduate Teaching Assistant

Graduate Teaching Assistants work under the direct supervision of a regular faculty member in activities such as helping to prepare lectures, teaching discussion sections, conducting laboratory exercises, grading papers and keeping class records. In consultation with the supervisor, the teaching assistant works to gain teaching skills and an increased understanding of the discipline. Appointments are normally on a one-fourth to one-half time basis, and the annual stipend is payable in either nine or twelve monthly installments. The assistantship is accompanied by a scholarship covering regular University fees for the period of appointment.

Graduate Teaching Associate

Exceptionally experienced graduate students may be assigned primary responsibility for teaching undergraduate courses, including the assignment of final grades. They usually carry one-fourth to one-half of a normal teaching load. The annual stipend is payable in either nine or twelve monthly installments, and the appointments include a scholarship covering regular University fees for the period of appointment.

Graduate Assistant

Graduate Assistants are appointed primarily to perform various types of duties other than teaching. Any assigned instructional activity is conducted under careful supervision. The annual stipend is payable in either nine or twelve monthly installments. The assistantship is accompanied by a scholarship providing regular University fees for the period of appointment.

Graduate Research Assistant

Research Assistantships are generally financed through gift, grant or contract funds. Persons holding such appointments pursue a work and study program like that expected under the other types of awards. Graduate Research Assistantships are accompanied by a scholarship covering out-of-state tuition only.

POLICIES AND PROCEDURES

Appointments to assistantships are made at the departmental level. Duties and remuneration levels vary from department to department. Normally appointments are made for an academic year, with stipends plus tuition fees (if applicable) paid over a twelve-month period; however, they may be made for shorter periods if the need arises. Assistantships range from a minimum of 25 percent of full-time to a maximum of 75 percent of full-time.

Remuneration is paid on a monthly basis as part of the regular University payroll. Assistants may claim their monthly checks from the departmental office late in the afternoon of the day before the last banking day of each month. Special provisions are announced for the December paycheck each year. Assistants obtain fee waiver cards for the duration of their appointments from the departmental office at the time of registration for the first quarter of appointment.

Reappointment is not automatic. It is based on the department's needs and judgment about the quality of an assistant's performance and progress toward a graduate degree. Assistants should inquire early about the criteria and procedures for reappointment and the maximum length of appointment in the respective department.

Termination of an assistant may be effected by the department at any time for misconduct or negligence. A student may appeal termination to the department head and the Student Conduct Office.

INCOME TAX STATUS

The following statements reflect the position of The University of Tennessee with respect to the taxability and reporting requirements of scholarships, fellowships, and fee remissions for our faculty, staff, and students.

SCHOLARSHIPS

1. For a scholarship or fellowship awarded before August 16, 1986, present law shall apply for the duration of the award, i.e., it is not considered as taxable income. Present law also applies to amounts received during 1986 which were used to pay expenses incurred before January, 1987.

2. A scholarship or fellowship issued after August 16, 1986, which is either undesignated, i.e., there are no restrictions on how the funds are to be spent, or restricted to fees, books, and/or supplies is taxable as income ONLY to the extent that the award exceeds the cost of fees, books, and "required course suplies." For example, if a student receives a $3,000 unrestricted scholarship and the cost of fees, books, and required supplies totals $2,000, then the remaining $1,000 becomes taxable income and must be reported as such by the institution. The institution, however, would not be required to withhold Federal income taxes because an employee/employer relationship does not exist.

3. Scholarships and fellowships which are designated for purposes other than fees, books, and supplies are fully taxable as income. For example, if a student receives a room and board scholarship, it is fully taxable. Again, the institution would be required to report such scholarships and fellowships as taxable income but would not have to withhold Federal income taxes.

GTA, GA, GRA STIPENDS

Payments received for services rendered as a Graduate Teaching Assistant (GTA), Graduate Assistant (GA), or Graduate Research Assistant (GRA) will in all instances constitute taxable earnings to the recipient. The previous three-test rule under which candidates for degrees could exempt payments for teaching, research and/or services will no longer apply. Effective January 1, 1987, the University will be required to report the stipends as taxable income and will withhold Federal income taxes in accordance with the 1987 tax tables.

EMPLOYEE FEE AND TUITION REMISSIONS (GTA, GA, GRA)

Under the Tax Reform Act fee remissions for GTAs, GAs, GRAs are taxable only to the extent that they constitute compensation for teaching, research, or any other services which are required of the student. The University's position is that stipends paid to Graduate Assistants are (in the words of the Act) "reasonable compensation" for the services rendered and that the fee remissions are, therefore, exempt from taxation regardless of whether they are viewed as employee fee waivers or as fees-only scholarships. Employee fee remissions are exempt from taxation up to a maximum of $5,250 per year.

If you have any questions or need additional information regarding the information provided above, call either Neal Wormsley (4-2302) or Ray Hamilton (4-2113).

UNEMPLOYMENT BENEFITS

There are no unemployment benefits for teaching assistants. Like all other UTK employees, however, they are eligible for Workers' Compensation for on-the-job injuries.

FRINGE BENEFITS

There are no direct fringe benefits, but informally, there are at least four:

1. Preparing to teach helps one learn more effectively; this is a particularly beneficial side-effect.

2. The self assurance that comes with enhanced collegueship as you interact with other members of

the profession spills over into many other aspects of your research and study.

3. Service as a graduate assistant helps to facilitate one's integration into the life and activities of a department.

4. The experience greatly enhances your resume when you begin your job search.

The range of additional benefits, such as office space, telephone, secretarial service, and parking privileges, depends largely on the individual department.

GTAs across campus are commissioned to accomplish widely varied assignments depending on a number of factors, largely determined by the departments. Note at the outset that suggestions from this book are to be taken in the context of the GTA's particular assignment, since many operate in a setting in which objectives, texts, tests, etc. are to a degree established for them. They do not always have full freedom in these matters.

PROFESSIONALISM

Graduate teaching assistants are academic anomalies, assuming the role of faculty when teaching and then reversing roles to become students when taking classes themselves. GTAs are neither fish nor fowl. They are frequently expected to put on and take off the roles of teacher and student, one hour being the instructor and the next the pupil.

Much of the relationship between teaching assistants and students is simply a matter of common sense. Undergraduates expect a GTA to conduct a class with the same professionalism as a faculty member. Behavior that is quite acceptable in a graduate seminar might be wholly inappropriate while teaching an undergraduate class. Discussing departmental faculty, other GTAs and their classes, assignments, grading, and course policies, as well as socializing with students outside of class, for example, are very much a part of the graduate student, but singularly unacceptable classroom conduct. Many other standards vary from department to department. While defining the teaching role is not usually difficult, it is, nonetheless, important.

ADVICE FOR NON-NATIVE ENGLISH SPEAKING TAs

We at the University of Tennessee are proud of the many international foreign graduate teaching assistants we have employed. They bring a valuable cross-cultural dimension to the learning process by exposing domestic students to the fact that knowledge knows no national boundaries.

If English is not your native language, however, it is essential for you to recognize that the only language of instruction at UTK is English and that all persons in our classrooms must be fluent in English. In an attempt to ensure that all non-native English speaking TAs (NNSTAs) have appropriate English skills, the University requires that all TAs whose native language is not English take the SPEAK Test and achieve a certain minimum score before they can be assigned teaching duties. Scores from the Test of Spoken English may also be used for this purpose. All students covered by this rule are free to consult with Jeff Mellor (Ext. 4-3421), coordinator of the SPEAK Test Program, about improving their English.

It is your responsibility, not the students', to take those extra steps to ensure that your students understand you in the classroom. There are many ways to accomplish this. Start by creating a relaxed classroom climate. In the first class meeting, give the students some information about yourself: where you are from, what languages you speak, how instruction is different in your country, particularly the instructor/student interactions. Comments about these matters and answering their questions help put you and your students at ease and foster the type of classroom atmosphere necessary for free exchange of thoughts and ideas.

For many UTK undergraduate students, going away to college is a traumatic experience. They must adapt to a new social environment and many new situations, because many come from provincial backgrounds where a distinctive regional dialect is spoken. They are bright and capable but many have had little exposure to accents other than their own. Thus, their inability to understand you, and your difficulty in understanding them, is something you should expect.

Following are some points that may help you and your class to overcome hurdles with the language.

- Face your class and speak slowly and clearly. When responding to a student's question, move

toward that student and speak directly to him or her.

- Use the chalkboard often, especially when introducing new terms or concepts. Write terms as you pronounce them so the students can hear your pronunciation and see the written form. Be careful, however, not to talk to the chalkboard; speak in the direction of the class.

- One of the essential factors in a teacher's success in our classrooms is a helpful attitude. Students who believe a teacher really wants to help them learn faster and better rate this teacher higher. If there is a fact you do not know or understand, students find it helpful for you to admit this and promise to find the answer.

- Ask frequent questions to determine whether the students have understood the material. Paraphrase your answers to make your response as clear as possible. Repeating the idea more than one way certainly helps.

- Even if your English is not perfect, your SPEAK score indicates it is good enough for you to teach very well, so do not be afraid to ask if you do not understand what students say or to ask whether they have understood you. Even American instructors from other parts of the country must sometimes do this.

- Americans love humor and greatly appreciate one who is secure enough to be mildly self-effacing in teaching.

- Use handouts that summarize your lecture or lab. This takes a bit of extra time and effort on your part, but it is a good way to ensure that students have a grasp of the important facts and terms.

Review the section in this handbook titled "Course Management" where you will find further help.

Language fluency is only one dimension of successful instruction. Equally important is knowledge of the subject, the ability to teach, and viewing your students as partners in the educational enterprise. If you will make the necessary extra effort to be sure your students understand you, your teaching will be more enjoyable and your American education will be more useful. You only truly know a subject when you can teach it successfully and to be able to teach in a foreign language is an outstanding accomplishment.

CUSHIONING A CULTURAL SHOCK: AN INTERNATIONAL GTA'S EXPERIENCE

Marcelo M. Alquiza
GTA, Department of Mathematics

I am a graduate teaching assistant in the Mathematics Department. My family acknowledges the wonderful privilege of being able to study in the United States. My wife and I are both faculty members on study leaves-of-absence from the Mindanao State University in the Phillipines. We attended Texas Christian University, where we obtained M.S. degrees in our respective fields of chemistry and mathematics before moving to Knoxville.

Our children are also attending school here. It is indeed a great privilege for them to have their intellectual nurturing here, an opportunity that many parents from other parts of the world would aspire for their children, or even for themselves. In some ways, I envy the privileges that my four sons are enjoying at present. How I wish I had had similar opportunities and perquisites when I was a young boy. Our youngest son already speaks American English. He is our real native Texan, having been born in Fort Worth, Texas August 21, 1982; now he is a budding hillbilly in East Tennessee. It took him only three years to learn to speak English, whereas it took me fourteen years in school to learn English and still I am not proficient, though good enough to pass the "SPEAK Test" of the Learning Research Center and qualify for a teaching assistantship.

What I am going to share with you are my personal feelings, attitudes, and experiences as an international GTA. These may not be typical or applicable to all international GTAs; however, they have helped me tremendously in dealing with new learning and teaching experiences so entirely different from what I had encountered before. There have been many trying moments, such as being frustrated when I was misunderstood, dampened when my efforts were unappreciated, vexed and appalled when some students did not give fair evaluations; nevertheless, I consider all these as being highly instructive for me.

The positional principles I will now mention have served as guiding and motivational forces that directed all my actions and behavior as I faced and assumed the task before me. First of all, in whatever I do, I do it as unto the Lord, my Maker. This motto lifts me up, especially when my feelings are low, and boosts me on to keep going.

Secondly, I consider it a privilege on my part to be able to study and gain new experiences in a cultural setting completely different from my own. In my country, a classroom is regarded as a sanctity by our society. A teacher is held up on a pedestal like a "god," the authority and assumed to know all, hence to be revered and respected in and out of the classroom. It was an humbling and shocking experience the first time I faced my class in an American classroom. It was also a full down-to-earth reality that a teacher like me is only human, just as were those eager and inquisitively-minded beings sitting before me. It can be scary and unnerving at times if you are not ready and have not braced and prepared yourself.

Thirdly, I consider it a great honor as a GTA to be able to influence someone's learning experience. During the first meeting, I state very explicitly that it is my pleasure to have them in my class. I am always conscious that as we spend a quarter of a year together, they become a part of my life and I have a little share in their lives, too. As I teach each day, I leave indelible imprints on their storehouses of knowledge. I always hope that I can share some good influences and happy memories with them.

Lastly, I consider it a serious business and responsibility to translate learning and knowledge to the students. Hence I would be vigilant to prepare myself mentally and physically so as to be capable and prove myself worthy of such responsibility. I also make it plain to the class that I am not "the" authority, however, though I will be confident in teaching and learning the content of the course along with them. There are other resources in the University that we can use in learning the course.

Having laid down these guiding pricinples, let me share what I have been doing in my classes. I will try to share both the ones that worked as well as the ones that did not give good results.

It is important that students should know the general policies, guidelines, objectives, and expectations in the course. These can be included in the course outline and syllabus, which I prepare to distribute and discuss at the first two meetings of the class. Day one is also the time of "breaking the ice" and launching a working and learning partnership. Making the best impression on the first meeting may not work for an international GTA, thus I never tried doing it. There is just a wide culture gap that draws me apart from the class and a bridge is needed to link the gap. In fact, I make it clear to my class that we have a long way to go together before we can adjust to each other–language-wise and in ways of doing and looking at things. If they will just "hang on," I tell them, our relationship will become better and sweeter as the days go by.

In our fast-paced and highly technological age, it is easy to forget that we are humans with feelings, emotions, and aspirations. There is so much mechanization that we tend to consider everything around us as machines. At the very beginning of the quarter, I declared myself as a full-blooded human being, capable of doing what I can and limited by what I cannot do. Likewise, I will treat them as such so that together we will have a common learning experience. Once this happened to me: The minute I entered the room on day one, some freshman students stared at me; perhaps my being an international GTA made them think "Now here's a 'queer specimen' of a species of some sort of teaching machine from E.T. infusing knowledge to whomever he'll touch." I assured them that I am a real *homo sapien*, just as they think they are.

Classroom teaching and learning is a human interaction enterprise. It is not only between the teacher and the students but also among the students themselves. Right on day one I put into operation "knowing one another." I introduce myself, write my name on the board, give its proper pronunciation, and then I give a little background about myself–where I came from and what I am doing. Then I distribute 3 x 5 index cards to the students and ask them to write the following: (1) their full name and pet name as well, (2) home and campus addresses with corresponding telephone numbers, (3) classification and degree s/he is pursuing, (4) mathematics background: subjects s/he has taken in high school and in college, and (5) a projected grade s/he aims to get in the course. This final one serves as a commitment on their part as they set a definite goal for themselves. I had one student who projected to get an A; about halfway through the course, he knew he had not been coming up to his set goal. Embarrased, he decided to put himself to work and in the end, he got the grade he set to achieve.

Lastly, I ask them to write suggestions on how they think I can teach them better. From these I gather valuable points and information that will guide and help me to teach that particular class. I treat each class according to its composition and its expressed needs. Moreover, the written comments and suggestions opened the door for me to discover individual student needs, feelings, attitudes, and motivations. In the duration of the course, I try to work out ways wherein I can implement and meet some of these suggestions; however, I have not yet come to a point where I feel sufficient in accomplishing these things to my students' satisfaction.

I also try to know my students by name and associate their names with their faces and paperworks. I make it a habit to return already checked and graded papers the next class meeting. Perhaps this practice works best in mathematics, since we need more practice and exercise in learning mathematical concepts. This procedure accomplishes two things for me: (1) up-to-date student evaluations of their learning, monitoring their progress, knowing their weaknesses, and providing me a well-grounded basis on where I stand in my teaching them; and (2) day-to-day person-to-person interaction, even for a short moment, as I hand back their papers, calling their names loud and clear. It does not take long for me to know each student individually.

When I come to know my students by name, I start relating things I do in class with particular students. For example, I might mention that Kristi or James came to me to discuss Problem no. 5 on page 81, and I thought it would be good to share with the whole class what we had come up with in our discussion. This opens class discussion about the problem. Also, asking for volunteers to work solutions on the board spotlights individual students and helps students to learn others in the class as well. I make an extra effort to humanize and personalize what we do in class.

Finally, I convey to the class that I am available to help them in their learning. Although I have mentioned that there are other resources in the University that would help them and that I am not the only source or authority on the subject, I encourage them to come see me. I explain my fixed consultation hours and that I have flexible time for appointments. I also make it a point to be in the classroom ten minutes early and stay ten minutes after class to allow for some individual interaction. I make myself available at off hours through my home phone. Oftentimes, students spend unnecessarily long hours working on some problems when I am just a "phone-call" away. Talking over the phone about a problem and giving the students some hints and directions in solving it will keep them from frustrations.

I would not say that I have already "arrived at" or "have it made" as an international GTA. I know that I still have a long way to go to be able to say to myself, "Well done, thou good and faithful servant." With all the efforts that I put into my work, there are still students who are not happy and satisfied with my teaching; and I say to myself and to you that you can never please everybody but at least you can make a difference for some of them in their adventure and quest for wisdom and knowledge.

THE INSTRUCTOR AS TEACHER–ADVISER

PRIVACY OF STUDENT RECORDS

Federal law provides for confidentiality of student records. Each instructor must take care that student records not be revealed to anyone other than the student. If you post grades of any kind, be certain to establish for each student a special identification code which only you and the student know. In particular, the University-assigned identification number (usually the student's social security number) should **not** be used. Use the students' names and identification numbers to keep grade records, but do not permit any student to inspect those records.

Any student has the right to see his/her own grades; however, if someone else asks, do not hesitate to question his/her right to know the information. Obviously, a senior professor in charge of the course you are teaching has access, but not every faculty member does. When you have doubts about revealing student information, ask someone who knows the details of the privacy laws.

It is sometimes necessary to hold conferences with students to discuss their performance. It is usually possible to have a quiet, private conversation even when others are present; but if you share an office with other graduate students, be certain not to reveal orally a student's record. For the protection of both you and the students, it is probably not advisable to hold such conference in absolute privacy. Leave the office door open and do not try to get your office mates to leave.

Information regarding student discipline cases in which you are involved is confidential, and should not be discussed or made available to anyone other than those involved in the disciplinary process.

Directory-type information is not restricted. This includes name, address, telephone number, major, and classification (but not social security number). If information appears in public print–as in the student telephone directory–you can share it freely with anyone.

Note the following taken from the Liberal Arts Advising Manual:

1. Upon presenting satisfactory identification, a student has the right to examine the contents of his/her file in any office on campus.

2. A student may not be required to waive the right of access.

3. A student who disagrees with information in his/her file is permitted to enter a statement to serve as a record of the student's view.

4. A student must give his/her permission before the contents of the file may be opened to a third party.

   EXAMPLE: A student gives permission to the Records Office in Student Services Bldg. to release a transcript to a parent, an adviser, an employer, another university, etc.

   EXAMPLE: A student must give permission to the Career Planning and Placement Service before the contents of a student's resume file is sent to a prospective employer.

Further detailed information about the rights and responsibilities of students and the confidentiality of their records is found in the *Graduate Catalog* under the heading of "Confidentiality of Information," and in *Hilltopics* under "Access to Records."

ACADEMIC INTEGRITY

Scholarship is at home only in an atmosphere of honest practices by both students and faculty. All members of the academic community should conduct themselves in a straightforward and honorable manner. Study, instruction, evaluation, and research can flourish well only in such an environment.

Academic integrity is a joint endeavor. Faculty should make appropriate preparations for all student-teacher encounters, meet classes as scheduled, evaluate students' work fairly and impartially, and be prompt for prearranged conferences and regularly scheduled office hours. Inappropriate language in the classroom, off-color remarks or jokes in class as

well as in personal conferences, and frequent deviations from the course topic have no proper place in the teaching academy. In turn, students should fulfill in a reasonable way the requirements and expectations of the course as stated by the instructor.

Within this shared enterprise, instructors have another, rather heavy, responsibility, that of making certain students can function in an atmosphere free of academic dishonesty. Students need to know that if they work honestly, they will not suffer because of those who do not. Challenging a student you think may have cheated or plagiarized is not pleasant. If you feel uncomfortable in this area of responsibility, a thoughtful discussion of the topic on pages 136-137 in McKeachie's (1987) *Teaching Tips*, as well as Chapter 13, "Situations," in Eble's (1976), *The Craft of Teaching*, may be helpful.

If you have ample reason to suspect a student of cheating or plagiarism, it is advisable first to share the evidence with your department head or director before acting. Be as positive as you can of guilt before questioning the student(s), since academic misconduct sometimes makes them liable for serious punishment. According to the seriousness of the offense, punishment can run the gamut from exoneration to exclusion from the University. Even the suggestion of guilt is upsetting to students, particularly if they are innocent.

An instructor has full authority to assign an "F" for an exercise or examination or to assign an "F" in the course; as a GTA, you may or may not have this authority, depending on departmental policy. Before you determine a punishment, it is best to meet individually with the student involved, or together if there is more than one. Sometimes a guilty student will confess and exonerate an innocent one. This avoids taking action against the innocent student and later having to retract it. You must notify the student **in writing** of the penalty and the route of appeal. The letter is to be countersigned by your department head, and copies must go to the Office of Student Conduct, the administrative head of your academic unit and, if different, the administrative head of the college in which the student is enrolled. Appendix I contains a sample letter of this situation.

The student has the right to appeal. Initially the student should discuss the penalty with you and, if necessary, with your department head. If a resolution of the penalty does not result, the student then has the right of appeal to the Academic Review Board by notifying the Office of Student Conduct within seven calendar days of receipt of written notification of the penalty. In all cases involving suspension of a student from a class, a hearing must be provided **prior** to the effective date of suspension. *Hilltopics: A Student Handbook* (a handbook of rights and responsibilities for students at UTK) contains a more detailed appeal description.

PLAGIARISM

The following is not intended to be an all-encompassing definition of plagiarism. It is the instructor's responsibility and freedom to alter it to fit the course and discipline. Plagiarism, as you see it, should be defined for the students **at the beginning of each course**. An example for the students of appropriate use of sources can be a well-presented lecture in which you give careful credit for ideas at the end of the lecture, making a point of calling their attention to what you have done.

Generally, to plagiarize is to present as new and original a created production of another person without properly crediting the source; i.e., to steal or pass off, in whole or in part, the work of another person as one's own.

To a person grading a written paper, one who plagiarizes "deliberately attempts to pass off as his or her own the writing of someone else.... This offense may involve either submission of a paper written by someone else or direct copying, without quotation marks and appropriate acknowledgement, from a printed source."[1]

In evaluating a spoken presentation, an instructor should watch for these five common ways of plagiarizing: "(1) using another person's speech, (2) using another person's outline, (3) completely failing to acknowledge a source, (4) identifying a source inaccurately, or (5) paraphrasing at length the original source."[2]

Any transgression of the following instructions given to students using computers also constitutes plagiarism: "You must do all work as an individual; you may not do any part of the assignment for anyone else, and you may not use any of the efforts of another person in your own program."[3]

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[1]The Freshman English Program at the University of Tennessee, p.3.
[2]John E. Buckley, *Public Speaking Course Manual*, p.2.
[3]Computer Science Department, "Some Ground Rules for This Computer Science Class."

It is extremely important that students have a clear understanding of what constitutes plagiarism **in advance** of preparing written or spoken assignments. Here's a good example: On the first day of class, Bert Waite, Department of Political Science, UTK, gives each of his students a copy of the following statement:

PLAGIARISM*

"All academic work, written or otherwise, submitted by a student to his instructor must be the student's own research, thought, and self-expression. Work which in any way borrows ideas, organization, or wording from another source without appropriate acknowledgement is plagiarism. Students must carefully acknowledge exactly what, when, and how they have employed outside sources. Direct quotes must be indicated by quotation marks and by an appropriate indication of their origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. Nothing in these rules, however, shall apply to those ideas which are so generally and freely circulated as to be part of the public domain."–Student Code of the University of Kentucky (slightly edited), in Adelstein & Pival, *Writing Commitment*, pp. 249-250.

"Most college writers know that copying another's work word for word without giving the author credit is considered plagiarism. But they often assume that this practice is frowned on only when long passages are involved–whole pages or paragraphs. Consequently, they feel free to copy phrases and sentences without using quotation marks and footnotes. Actually, any uncredited use of another's information, ideas, or wording is plagiarism. Under the mistaken notion that they are paraphrasing, students often reproduce sources almost exactly, changing only a word here and there. An honest paraphrase, however, is one in which the ideas of the sources are stated in the student's own words."–Perrin & Corder, *Handbook of Current English* , 4th ed., p. 476.

"When paraphrasing, you are expressing in your own words the ideas of another writer. A good paraphrase preserves the sense of the original, but not the form. That is, it does not retain the sentence patterns and merely substitute synonyms for the original words, or retain the original words and merely alter the sentence patterns. It is a genuine restatement. Invariably it should be briefer than the material paraphrased. If the source has stated the idea more concisely than you can, you should quote, not paraphrase. Do not make use of extended paraphrases. If a good many of your paragraphs are simply long paraphrases, your reader will assume that even your organization is taken from the souces cited. He will conclude that you have not assimilated your materials and thought independently about them–in short, that you have not done an acceptable piece of research."–Watkins *et al.*, *Practical English Handbook*, 2nd ed., pp. 358-59.

"If you fail to acknowledge borrowed material, then you are plagiarizing. Plagiarism is literary theft. When you copy the words of another, be sure to put those words inside quotation marks and to acknowledge the source with a footnote. When you paraphrase the words of another, use your own words and your own sentence structure, and be sure to give a footnote citing the source of the idea. A plagiarist often merely changes a few words or rearranges the words in the source."–Hodges/Whitten, Hodges' *Harbrace College Handbook*, p. 372.

"Note: A good way not to plagiarize is to read your resource material, put it aside, write your notes, indicating the source of the notes. After note taking, you might reconsult the source just to get important dates, spellings, names, *et al.* Later when writing the paper, indicate the source of your material; you will not have to worry about whether or not to use quotation marks. You won't need any."–B. Waite

**Used by permission.*

LETTER OF RECOMMENDATION

Students may ask you to recommend them for a particular job, acceptance to another institution, or graduate school. If you do not feel you know the student well enough, simply explain why not. If you are willing to write the letter, do so promptly, while you still have the student and his or her performance sharply in mind. A carefully written and thoughtful letter takes time and you are a busy person, but remember that others have done and will do this same kind of chore for you.

Ask if there is a specific form to be used or whether a letter is needed. Have the student note the nature of the job or situation for which s/he is applying and any particular abilities that you might mention. Then be as specific as possible. Focus on the student's best points, but don't exaggerate; be honest. Be sure to define the context within which you knew the person, e.g., in class, as an adviser formally or informally, and state over what period of time. If you later see the student for whom you wrote the recommendation, ask

about the results. This not only lets the student know you are interested but gives you feedback on your own letter-writing efforts.

Keep your old grade books for some time. Students may call upon you long after a class is finished.

Some instructors make a habit of noting both good and not-so-good points about students in the margins of their grade books. This serves as a mental refresher if there has been some distance in thought or time since you last dealt with the student.

Keep in mind that you are legally responsible for statements you make in your recommendation, to the extent, at least, that you are liable for any deleterious remarks you make. If you have reason to be concerned about something you want to express, preface what you have to say with something like "To the best of my knowledge...." Remember that "Libel and slander are both methods of defamation, the former being expressed by print, writing, pictures, or signs; the latter by oral expressions."[4]

Under the Educational Rights and Privacy Act, a student has the right to see a copy of your recommendation unless s/he is willing to sign a waiver. There is no guarantee, however, that disclosure will not be made to the student even though s/he does sign a waiver. Confidentiality can not be upheld in particular instances when disclosure is compelled by State or Federal law or by court order. If you have no objections, this problem can be circumvented by giving a copy of your recommendation to the student.

[4]Ajouelo v Auto-Soler Co. 61, Ga. App., 216.

COURSE MANAGEMENT

The following suggested patterns for course management will help you avoid some instructional pitfalls. They are paraphrased from, added to, and used with the permission of Walt Craig, professor and former ombudsman, Ohio State University.

- Be sure each student receives an up-to-date syllabus that covers the course. It should communicate clearly course objectives and your expectations of the student's performance. If the course has a mandatory pre- or corequisite, especially if there are no exceptions, place this requirement at the very beginning of the syllabus, underscored. If you ask students to drop your course for not having the appropriate prerequisite or for not attending the first class, make sure they understand their responsibility for dropping the course officially. If you or your department assume responsibility for dropping courses for students, be sure they understand that also. Sample course syllabi are shown in Appendix II.

- At the outset, give students an outline explaining the field they are going to cover. A first-day presentation to the class of an overall scheme of the course serves as an excellent orientation and lays the groundwork for all that follows.

- Describe and give the rationale for each requirement of the course and the weight each will have in the determination of the final grade. Discuss student responsibility in the course as you perceive it.

- If attendance is mandatory, indicate this early and discuss your rationale. Attendance policy should be made very clear, preferably in writing.

- Announce early, both orally and in writing, field trips and other special meetings. If these require activity on holidays and/or weekends, state this clearly. Suggest to the students that they discuss any course-time conflicts with other instructors as far in advance as possible. Be sure the departmental secretary has information on the time and place of all field trips in advance in order to fend questions better. It is imperative that your secretary know about any last-minute changes.

- Convey precisely, preferably in writing, your expectations for papers and projects. Discuss grading criteria, especially where evaluation will be based on non-specific guidelines. If possible, provide a sample paper for each student; if not, have some available in your office or in some other designated place for their perusal. Make students aware of the kind of help available to them in the Writing Lab.

- Have a definite written policy explaining your position on time extensions for paper and project completion.

- Include in your syllabus your understanding of what constitutes plagiarism, and discuss this in class. Call attention to the "Rights and Responsibilities of Students" in *Hilltopics: The Student Handbook*. Student conduct appeal procedures are clearly delineated there.

- Early in the course, present your grading criteria. Be sure this is thoroughly understood, for it can be a major interference with learning. The kinds of tests you give greatly influences how students study. Consider this carefully and then make a sample set of questions from the first study unit (perhaps ten multiple-choice and two essay, if this is your considered format). Attach these to your syllabus. Test construction and grading are discussed in the later section titled "Testing and Grading."

- If possible, have a system of early evaluative feedback for the students. Return tests and papers promptly with carefully noted suggestions. Try to keep your remarks in a positive and encouraging tone.

- Inform students of your examination schedule and your policy concerning make-up examinations. Remember that all good rules need built-in flexibility.

- If you have a policy about incompletes, make this known. If you offer an "I" to a student, have a written document signed by both you and the student which states specifically the reason for the "I" grade and what will be required to complete the course, including any time limitation. Although the catalog allows two years for under-

graduates to remove an "I" grade, early completion of the work should be encouraged since this greatly enhances learning. A copy of the contract should be placed on file with the department in case you leave campus for any reason. This protects you and the student.

- Locate your office and mailbox for students. If you have an office phone, follow your department's policy on listing it. Definitely list your office hours in your syllabus. Encourage student conferences since they can prevent problems.

- Retain all your grading materials for review with students during the quarter and after final grades. Seeing the grading materials and hearing your rationale for your evaluation are important elements of a student's education. The test should be a valuable learning experience. Your evaluation MUST be defensible to both the student and a third party, should there be a dispute.

If you are confused about any of these points or simply wish to discuss teaching-learning problems with someone outside your department, the Learning Research Center (Lee Humphreys, director) is available for thought sharing and information gathering. A considerable library on broad issues in higher education is centered there, and Dr. Humphreys is willing to observe your class and to give you confidential constructive criticism. Call 974-2459 for an appointment or drop by any time to use the library.

INTRODUCTION TO TEACHING

The ideas in "Course Management" in the preceding section are extended here by Charles Pfleeger, associate professor, Computer Science.

BEFORE THE FIRST CLASS

CLASSROOMS

Before your first class meeting, it is wise to check the room where you will be teaching. Occasionally a clerical error occurs, causing a class to be scheduled for a broom closet or a non-existent room number. If this happens, when you get another room, post a sign near where the assigned room would be directing students to the new location. Some difficulties can also arise regarding amount of blackboard space, number of seats, or physical condition of the classroom. If there is a problem, the room can be changed. Follow your department's policy for obtaining a room change. Ordinarily the office to contact is CARS (Computer Assisted Registration Services), phone 4-3263. This office also handles class size, although your departmental secretary is probably the person who can be most helpful if you need to change your class enrollment.

During your inspection of the classroom, stand in the back of the room and determine how easy (or difficult) it is to see the blackboard. Sit in corner seats in the front and back rows to see how much of the blackboard is visible.

TEXTBOOKS

Textbooks for your course will have been ordered already by your departmental secretary, who will also see that book orders are revised as your expected class enrollment rises or falls. If students in your class tell you that both bookstores–University Book Store (in the University Student Center Building) and Campus Book Store (on Cumberland Avenue)–are out of your textbook, determine how many students in your class still want to purchase books and follow your department's policy for notifying the University Book Store. An order for additional books usually arrives within ten days.

CLASS ROLLS

Each instructor will receive a class roll, listing the students officially enrolled as of a specific date. Some departments require students to attend the first day of class or forfeit their space to another person waiting to enroll. The technique for dropping students who do not appear (and do not make arrangements in advance to miss the first day) can be explained by your departmental secretary.

Students may add a class through the "add deadline" (approximately the end of the first week of classes) if the section is not full. After that time, the signature of the instructor is required. After the add deadline, the instructor's signature indicates a willingness to find a way for the student to handle the work that has already taken place. There is no obligation, however, for an instructor to take on such extra duties. Students may drop a class until "drop deadline" without securing permission from the instructor; after that time a completed late drop request form must be submitted to the adjunct member of the withdrawal office located in the student's college and should be accompanied by substantiating evidence of extenuating circumstances. Drop deadlines vary among the different colleges, ranging from the end of the first week to the end of the fifth week of classes. You should identify all course requirements and policies within the first week and be sure all students have that information before the drop deadline.

THE LIBRARY

In the heart of the University of Tennessee, Knoxville campus, the John C. Hodges Library with 350,000 square feet is the largest library building in Tennessee. It can be entered from three different locations; two on the east axis at Volunteer Blvd., and one on the west axis at Melrose. Inside a central gallery is tied to monumental stairways and forms a transportation spine.

Most of the study areas are on the perimeter of the building to provide for maximum natural light. The stacks in the middle of the building lend a sense of privacy to the exterior study spaces. There are over 3,500 reader stations and, on the perimeter, 400 built-in graduate student carrels. Each of the 200 faculty studies is an enclosed room with built-in furniture and electrical connections for computer terminals. In addition to the faculty studies, there are two faculty lounges. Spaces are also available for study teams.

Information and research services are located on the first floor. Reference and Information Services provides catalog assistance, telephone reference service, database search services, interlibrary loan, and extensive documents and microforms collections. The Reference Librarians are especially interested in working with instructors to help students develop library skills in conjunction with course assignments.

The online reserve service specializes in personalized faculty reserves, short-term loans from two hours to seven days, timely acquisition of books needed for reserve purposes, and an up-to-date juvenile collection. Materials may be placed on reserve by requesting a reserve material listing form. The form should be submitted well before the start of classes to allow time for processing.

A currently validated plastic Unviersity identification card is required for all library borrowing. Students/faculty should stop at one of the circulation desks to have their identification card barcode labelled and be registered into the Library's patron database so they may use the circulation system.

IN THE CLASSROOM

After you have arranged the mechanics of the course and the advance preparation, you should concentrate on course objectives, lectures, and other devices to be used in communicating with students.

COURSE OBJECTIVES

It is important to understand and to communicate what you expect of students. Setting clear and appropriate objectives gives a focus to the course for both you and your students. For instance, a student might be expected to accomplish the following things as the result of having succeeded in certain classes:

- Differentiate a polynomial function of one variable,
- Conjugate a given verb in the future tense, or
- List and compare three different methods to prevent soil erosion.

These objectives are called **performance objectives**, and they have four characteristics.

1) they define goals in terms of what the **student** does, rather than what the instructor does;
2) they designate an **action** that the student performs to show attainment of the objective;
3) the action is applied to a specified set of **data**; and
4) they have clearly defined **criteria for success**.

Behavioral objectives such as these make it clear to students what they must do to succeed in the class and make it easier for an instructor to assign appropriate grades.

The objectives listed above are rather factual. A student either can or cannot perform each one. Behavioral objectives may also have judgmental elements, requiring decisions about **how well** a student performs a given task. For example, these are also appropriate performance objectives:

1) write a creative short story or piece of music,
2) choose one side of a controversial question and deliver a speech defending the validity of that position, or
3) design an experiment to test a given hypothesis.

For each of these, it is possible to say that a student did what was requested and did it at a particular level of quality.

Behavioral or performance objectives are distinct from **procedural goals**. These are goals and methods that you set for your class to facilitate your students' achieving a particular objective. You may want to challenge your students' ethical beliefs and cause them to reevaluate their positions, you may want to stimulate classroom discussion, or you may want to show students how a scientist approaches a problem. These are statements of what **you** as the instructor intend to do, probably to help the students accomplish certain learning objectives. After you have established the learning objectives for a course, work to select those teaching tools that promote student learning.

Learning objectives, then, reflect two important things to the student. First, what the student should be

able to do as a result of the course, and second, how the student can demonstrate an ability to do that. Often objectives are stated as "understand the food chain" or "know about nuclear reactors." These statements do not communicate what type of learning students should pursue to accomplish the goals. How does one show s/he "understands" something? An alternative phrasing is "Be able to name the five stages in the food cycle, to explain what is transferrred from each stage to the next, and to describe the effect of outside factors that inhibit or promote the transition from each stage to the next." Similarly, "Cover the material in chapters 1 through 10 of Greene's text" is not a precise objective for a student. Differentiate between an objective and a class activity.

Not all objectives need to be performance goals. In some classes we may want to expose students to a value structure different from their own, we might want them to observe a kindergarten class under the leadership of a Montessori teacher, or we might expect them to develop an appreciation for a good painting, mathematical proof, or football play. These are, however, things which are difficult, if not impossible, to evaluate on a test. This is not to imply that these are not important goals for a class. Quite the contrary, they may be the most important goals in some classes. The point is that since it is hard to measure them in any meaningful way, it is difficult to incorporate them into a course grade. They are perfectly valid things to want to accomplish in a class, but they are inappropriate to include in a student's grade.

In *Taxonomy of Educational Objectives: Handbook 1; Cognitive Domain*, Benjamin Bloom[1] constructed a system of educational objectives. A condensation of this system, from Gronlund (1978) is reproduced on the next two pages. As you read these categories, note the examples of activities students may be asked to perform in demonstrating achievement of such an objective.

The nature and balance of lecturing, questioning students, discussions, testing, and grading in a given class should be determined in relation to the objectives set by the instructor and, in some cases, by the department. In both formal and informal ways, students should be able to demonstrate that they have mastered certain skills and competencies and have met the objectives of a course. For example, if we are going to ask students to analyze, synthesize, and evaluate materials, the occasion must be there to do this, not only on examinations but during class discussions.

[1]Bloom, Benjamin, *Taxonomy of Educational Objectives: Handbook 1, Cognitive Domain*, (Longmans, Green and Co., New York, 1956), 201-7.

LECTURING

Eble (1976) considers that "The best general advice to the teacher who would lecture is still 'Don't lecture.' That is, for most of teaching, to think in terms of discourse–talk, conversation–rather than lecture." Discussion, recitation, labs, demonstrations, problem solving, combined with lectures, offer excellent variety in a course.

Lecturing is often viewed as "the easy way out," while in actuality, lecturing **well** is perhaps the most difficult method of presenting facts, since it takes an inordinate amount of preparation time and energy. Soliciting information from students takes class time. For this reason, when a substantial volume of vital information needs to be transmitted to students quickly, lecturing sometimes appears inevitable.

Instructors have the responsibility of presenting good, accurate, substantial lectures and to do that with enthusiasm and interest. Students expect to hear "the truth" and to learn something. They also hope to enjoy the process. No small bill to fill!

The article on lecturing (page 18), reprinted from the Chronicle of Higher Education gives some useful suggestions on lecturing. Some of the ideas listed below come from *How to Succeed as a New Teacher*, Change Magazine Press, 1978, while others were suggested in *Teaching Assistance: A Handbook of Teaching Ideas*, from The University of California at San Diego.

- Break a lecture every few minutes with an exercise that involves students actively. Rhetorical questions, anecdotes, problems, and the act of relating ideas to current events all interrupt the thrust of the lecture but give the student's mind an "exercise break."
- Make eye contact with each student at least once during the lecture. This personalizes the lecture and increases a student's sense of involvement.
- Do not read a lecture. Using a set of guide notes to make certain you cover all intended items and to contain details not worth memorizing, however, is quite reasonable. The lecturer must think continually about and plan the next few sentences of the topic, whereas the reader simply reads, thereby boring students.
- Give students a "road map" at the start of class, put an outline on the blackboard. This helps students organize your material and recognize major transition points.

TABLE I. Major Categories in the Cognitive Domain of the Taxonomy of Educational Objectives (Bloom, 1956)

Descriptions of the Major Categories in the Cognitive Domain

1. **Knowledge.** Knowledge is defined as the remembering of previously learned material. This may involve the recall of a wide range of material, from specific facts to complete theories, but all that is required is the bringing to mind of the appropriate information. Knowledge represents the lowest level of learning outcomes in the cognitive domain.

2. **Comprehension.** Comprehension is defined as the ability to grasp the meaning of material. This may be shown by translating material from one form to another (words to numbers), by interpreting material (explaining or summarizing), and by estimating future trends (predicting consequences or effects). These learning outcomes go one step beyond the simple remembering of material, and represent the lowest level of understanding.

3. **Application.** Application refers to the ability to use learned material in new and concrete situations. This may include the application of such things as rules, methods, concepts, principles, laws, and theories. Learning outcomes in this area require a higher level of understanding than those under comprehension.

4. **Analysis.** Analysis refers to the ability to break down material into its component parts so that its organizational structure may be understood. This may include the identification of the parts, analysis of the relationships between parts, and recognition of the organizational principles involved. Learning outcomes here represent a higher intellectual level than comprehension and application because they require an understanding of both the content and the structural form of the material.

5. **Synthesis.** Synthesis refers to the ability to put parts together to form a new whole. This may involve the production of a unique communication (theme or speech), a plan of operations (research proposal), or a set of abstract relations (scheme for classifying information). Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of *new* patterns or structures.

6. **Evaluation.** Evaluation is concerned with the ability to judge the value of material (statement, novel, poem, research report) for a given purpose. The judgments are to be based on definite criteria. These may be internal criteria (organization) or external criteria (relevance to the purpose) and the student may determine the criteria or be given them. Learning outcomes in this area are highest in the cognitive hierarchy because they contain elements of all of the other categories, plus conscious value judgments based on clearly defined criteria.

From Gronlund (1978) by permission of MacMillan Publishing Co.

TABLE II. Examples of General Instructional Objectives and Behavioral Terms for the Cognitive Domain of the Taxonomy

Illustrative General Instructional Objectives	*Illustrative Behavioral Terms for Stating Specific Learning Outcomes*
Knows common terms Knows specific facts Knows methods and procedures Knows basic concepts Knows principles	Defines, describes, identifies, labels, lists, matches, names, outlines, reproduces, selects, states
Understands facts and principles Interprets verbal material Interprets charts and graphs Translates verbal material to mathematical formulas Estimates future consequences implied in data Justifies methods and procedures	Converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, paraphrases, predicts, rewrites, summarizes
Applies concepts and principles to new situations Applies laws and theories to practical situations Solves mathematical problems Constructs charts and graphs Demonstrates correct usage of a method or procedure	Changes, computes, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses
Recognizes unstated assumptions Recognizes logical fallacies in reasoning Distinguishes between facts and inferences Evaluates the relevancy of data Analyzes the organizational structure of a work (art, music, writing)	Breaks down, diagrams, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, points out, relates, selects, separates, subdivides
Writes a well organized theme Gives a well organized speech Writes a creative short story (or poem, or music) Proposes a plan for an experiment Integrates learning from different areas into a plan for solving a problem Formulates a new scheme for classifying objects (or events, or ideas)	Categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes
Judges the logical consistency of written material Judges the adequacy with which conclusions are supported by data Judges the value of a work (art, music, writing) by use of internal criteria Judges the value of a work (art, music, writing) by use of external standards of excellence	Appraises, compares, concludes, contrasts, criticizes, describes, discriminates, explains, justifies, interprets, relates, summarizes, supports

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The Art of Lecturing: A Few Simple Ideas Can Help Teachers Improve Their Skills

By STACY E. PALMER

Ask corporate executives which of their skills need sharpening and they're likely to mention public speaking, says Jerry Tarver, professor of Speech Communication at the University of Richmond. College teachers, on the other hand, whose success in the classroom may well depend on their ability to communicate orally, seem far less interested in that kind of self-improvement, he says.

Many colleges and universities, moreover, do little to help faculty members refine skills–such as speaking and lecturing–that would make them better teachers, says William E. Cashin, an educational-development specialist at Kansas State University's Center for Faculty Evaluation and Development in Higher Education.

But according to specialists in speech and faculty development, faculty members can use a few simple ideas and techniques to become better lecturers and instructors.

Knowing What Actors Do

"You don't have to be a frustrated actor or ham to be a good teacher, but you do have to know how to control your voice, emotions, and body as actors do," says David N. Tobin, a former assistant professor of Humanities at Emory University who is now an account representative and speechwriter at the Houston office of Ogilvy & Mather Public Relations.

Because doctoral programs generally emphasize research abilities but ignore lecturing skills, Mr. Cashin says, new Ph.D.'s often experience a sense of "cognitive disssonance" when they start teaching. They find, he says, that "the thing they do most is what they are least prepared to do."

A young instructor at one Midwestern college says many teachers are too proud to admit that their lecturing skills need improvement. But this teacher, believing she would have to work especially hard to prove her competence in a field dominated by men, says she sought the help of a faculty-development specialist to build up her confidence in lecturing to large groups.

They used videotapes of her lectures to identify her strong points, she says, and minimize "the things that are irritating," such as her tendency to raise her voice at the end of sentences.

The instructor also asked colleagues and friends–people with various interests and knowledge of her field–to analyze her lectures and material she handed out to students. She says the fact that they had different perspectives was especially helpful.

Lawrence M. Aleamoni, director of Instructional Research and Development at the University of Arizona, says young teachers often make the mistake of imitating teaching styles they found satisfying as students. They end up with forced presentations, he says, and fail to develop their own style.

"If your personality and style don't fit with the one you're trying to mimic, then you're doing a tremendous disservice to the students," Mr. Aleamoni says.

Mr. Cashin says that instructors who rely mainly on their personal learning experiences as a guide to lecturing often find that their efforts backfire. They should realize, he says, that "all students do not necessarily learn the way you do."

Instead, he says, faculty members should observe other teachers and analyze why they are effective: How do they organize their lectures, for example, and how much attention do they pay to students' responses?

Other Suggestions

Speech and faculty-development specialists make these other suggestions for improving classroom presentations:

- **Determine the specific objectives of the lecture.** Ask yourself what you want students to remember about the lecture next week, says Nancy A. Diamond, education specialist in the Office of Instructional Resources at the University of Illinois at Urbana. Then decide what they should still remember next year.

  But keep in mind that "straight" lectures may not be the best approach, says Bette L. Erickson, instructional-development specialist at the University of Rhode Island. Depending on their goals, she says, teachers should consider whether informal discussions, for example, might be more appropriate for certain material.
- **Find out what students already know–and what they want to know.** Analyze their needs and interests at the beginning of a course to guide your choice of material and approach.
- **Outline goals for each lecture.** Use the blackboard, written instructions, and inflections of voice to let students know which

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elements of the lecture you consider to be most important.

• **Relate lecture themes to the course as a whole.** Emphasize the relationship between what you are teaching now and what you taught last week.

• **Illustrate points frequently.** One example is not enough for most students, says Ms. Erickson. She adds that the best examples are those that draw on students' experiences, so instructors should try to keep up with the latest campus events and trends.

• **Deliver the lecture extemporaneously.** Use notes as a guide to talking about a subject, but don't read them to the class. "You can read without thinking, but you don't talk without thinking," says Mr. Tarver, adding that an extemporaneous delivery makes the presentation more natural and conversational. Such lectures may not be perfectly "fluent," he says, but they help keep students attentive.

• **Point out transitions between concepts.** As an aid to students, Mr. Tarver suggests, instructors should actually number the major themes of their lectures, summarize concepts, and ask questions about each element.

• **Adjust lecture style to students' attention span.** They generally start to lose their capacity to concentrate about 15 to 20 minutes into a lecture, says W. J. McKeachie, professor of Psychology and director of the Center for Research on Learning and Teaching at the University of Michigan.

He recommends that faculty members break up their lectures by using the blackboard and audio-visual materials, asking questions, giving students a problem to solve, or taking a short break.

• **Make sure question-and-answer sessions are carefully planned.** While questions can provide an effective change of pace, well-designed questions can also have many other benefits, notes Ms. Diamond of the University of Illinois. But asking a simple "yes-or-no" question–or merely asking, "Any questions?"–is not likely to work well, she says. Instead, instructors can give students specific clues about the kind of answers expected of them.

For example, says Ms. Diamond, ask something like, "What generalizations can you make about the topic we've been discussing?"

Students are more likely to participate when they are confident that the lecturer will work out the answers to questions with them, says LuAnn Wilkerson, director of faculty development at the Medical College of the University of Wisconsin at Milwaukee.

She says many faculty members intimidate students by moving away from those who give incorrect answers. Better, she says, is to work toward the solution with those who don't have the right answers.

Ms. Diamond adds that teachers also need to be ready to rephrase questions until students are comfortable enough to respond.

Because students are often unwilling to answer questions in front of large groups, Mr. Cashin of Kansas State recommends asking them to hold up color-coded cards indicating their answers to a series of questions. Students will take a more active role this way, and instructors can gauge how well the entire class is picking up the material.

• **Show students you want them** to ask questions. They may assume, mistakenly, that a rapid-fire speaker is purposely moving quickly to avoid questions. To dispel that notion, be sure to take long pauses, so students will have a chance to formulate questions. Instructors also can demonstrate an openness to questions by moving toward the audience and maintaining eye contact with students during the lecture. Repetitive questions can be discouraged, meanwhile, if answers are written on the blackboard as they come up.

• **Regularly evaluate your effectiveness.** Faculty members need to know which lecturing techniques are working well for them–and which are not. Robert J. Menges, program director at Northwestern University's Center for Teaching and the Professions, suggests surveying the whole class by asking students to write answers to one or two questions, such as "What was the most stimulating part of today's lecture?" or "I was most confused when... ."

• **Invite colleagues in other fields to evaluate your lectures.** Getting advice from faculty members who are not familiar with the jargon and research of your discipline can help you make your lectures more comprehensible. Members of your own department can help with content-related questions, of course, but are less likely to focus on your actual lecture style, notes Robert M. Diamond, assistant vice-chancellor and director of the Center for Instructional Development at Syracuse University.

• **Study the performing arts.** Teachers have more in common with actors than they often acknowledge, says Mr. Tobin of Ogilvy

& Mather. "They face the same dilemma of having to repeat the same material over and over again: How do you make it new?" he says. By studying actors' techniques for controlling their voices and movements, teachers can become more conscious of ways they can control–and improve–their own speaking ability.

• Scrutinize your own behavior in small-group situations. While most faculty members have little trouble speaking to a few students or colleagues, many of them don't effectively transfer their speaking abilities to larger groups, says Mr. Tarver. Determine your strengths in less-threatening settings and use those assets to improve your own lecturing style.

Also note how you use nonverbal communication in a small group, advises Mr. McKeachie, as a guide to lecturing before a large class.

• Concentrate on enhancing one skill at a time. According to speech experts, lecturers seeking to improve are more likely to do so gradually than all at once. If they are working on improved eye contact with students, for instance, they should not try to chance radically other aspects of their delivery at the same time, the experts say.

And if a new technique flops, says Mr. Aleamoni of the University of Arizona, it's best to admit mistakes openly to the class. Teachers who do so will still be able to maintain an air of professionalism, he says. They also may gain respect from students by showing that they are not afraid to take risks or concede failure.

- Conclude each lecture. Bring the lecture to some logical culmination: summarize, restate key points, relate a major portion to a practical example, or make the students use the material you have just covered to test their understanding. Do not make it seem as if the clock forced you to stop at some arbitrary point.

- Do not be bound by the 50-minute rule. Not all material can be neatly segmented into 50-minute blocks. If you have completed one major topic in 40 minutes and the next one is likely to require another 20 minutes, it may be better to pause and answer questions, relate the day's material to current events, discuss an assigned class project, comment on questions appropriate for the next exam, or dismiss the students early.

- Do not run more than a couple of minutes over the end of the period. Students may have other classes some distance away or other appointments.

- When appropriate, allow students to influence the direction of the class by suggesting topics they would like to have presented.

QUESTIONS TO STUDENTS

An important lecture-breaking technique is questioning by the instructor to elicit student response. This approach can be used to identify student perceptions, to evaluate progress of the class, or to increase student involvement in learning. It varies the instructor's presentation and gives students a moment to work with the material presented, instead of just absorbing and organizing it. Following are some suggestions for in-class questioning.

- Give the students time to respond. If you ask a question that requires some reflection, allow the students time to think. One lecturer asks a demanding question, looks away from the class, counts silently to sixty, and then turns back to accept an answer.

- Avoid rapid reward for responding. Rapid reward means calling on the first person who raises a hand or approving immediately a correct answer. Both prevent other students from constructing their answers or from evaluating the correctness of the given answer.

- Call on different people. If one student always has a hand in the air before you even finish the question, look at that student and say that you also want to give other people a chance to answer. After several questions answered by the same group of faster students, announce that you want to take an answer from someone who has not had a chance to answer anything today.

- Be supportive to the person who gives a wrong answer. A student who gives a wrong answer must be made to feel confident about answering other questions. ***Never ridicule a student.*** Try to avoid saying flatly "that is wrong," although you cannot let the rest of the class assume the wrong answer is correct. Some helpful reactions are "Will you go into that a bit more? Can you explain how you arrived at your conclusion?" (The student may reveal the souce of the error, which you can quickly correct and explain that the conclusion did naturally follow from that flaw.) "You're right about one part (state it), but let me explain again how we can apply that principle." "I know that (the point) can be a difficult concept to grasp. How

many other people made the same mistake?" "That is a good starting point. Who else can add to it?"

- Vary the cognitive level of questions (see Bloom's categories in the section on objectives). This gives students practice in thinking at different levels and for different purposes.

- Ask questions that encourage students to form hypotheses or explore "if-then" relationships. With this kind of tactic, one student can extend the work of another, and so involve much of the class in the discussion.

- Avoid programmed answers. Programmed answers come from questions that contain the answer. For example, "Was a cause of the French Revolution the great dichotomy between the rich and the poor?" Such questions, which often evoke only a "yes" or "no" answer, may even lead to sheer guessing. More insightful questions begin with "what," "why," or "how."

- Use the following kinds of questions: inductive questions to lead students to synthesize and generalize, probing questions to cause students to deepen their ideas or verbalize justifications and conclusions, and comparison and contrast questions to help students develop recognition of similarities and differences.

Restrict questions, for example, in a large lecture where too many questions would inhibit class progress. In such cases, however, encourage students to share their questions and comments with you outside of class. There are several good techniques to encourage student participation. Just as asking the right kinds of questions can elicit the kinds of student responses you want, the way you answer questions and accept comments can influence the kind and number of questions and remarks students offer. Following are suggestions for stimulating class discussion.

- Restate complex or inaudible questions for the whole class, or ask the student to do so.

- Listen carefully and show it. Look attentive, select key points and summarize, and test your understanding by asking a follow-up question or by rephrasing.

- Do not be afraid to admit you don't know an answer. Students will accept that if you are willing to seek the answer and explain it later, or if you tell them you are going to try to solve the problem in front of them. You can also seek the aid of other students in the class.

- If you see potential in a comment, draw out the student by asking him or her to elaborate or to apply the point in new ways.

- Build on the student's point. After taking one comment, list it on the board and solicit other remarks. Withhold judgment until you have several contributions listed, then ask the class to regroup them. In this way, the work becomes a product of the whole class, and students still perceive less significant points as being contributions to the whole.

- Have students nominate topics for discussion at the beginning of class. If the section material lends itself to open-ended questions, have a brainstorming session.

- If a discussion group is large, divide it into smaller units, working independently. Move from group to group, offering guidance and asking and answering questions where appropriate.

In summary, there is no "right" technique for dealing with individual student questions, responses, and remarks. If you make a student feel good about contributing, you show others in class that they, too, can find participation rewarding.

TESTING AND GRADING

Lecturing and other classroom activities are often seen as the fun part of teaching, while evaluating student work and assigning grades is less appealing. Unfortunately, for many students the grade is at least as important as class content.

ASKING THE RIGHT QUESTIONS

The first problem in testing is choosing the right things to test. Fortunately, selecting a concise set of learning objectives for the student makes test questions follow naturally. We are all familiar with such cases as the one in which the instructor states that the course objective is to "understand the broad sweep of history, the influences of social and economic factors on the course of events, and the way history relates things globally." The instructor then follows this with a 100-item multiple-choice exam, asking for names, dates, and places! This may sound ludicrous, but

similar divergences occur between the first day of many classes and the first exams.

Tests are diagnostic tools, helping students identify areas they understand and those they do not. Tests can motivate since almost all students work harder to do well on exams. Studying for tests causes students to consider, evaluate, organize, synthesize, or apply material as they prepare. Finally, tests reward students who have achieved well.

The first step in test construction is to list course goals. Not all of these are easily measured, but this does not waive our responsibility to list such goals and at least attempt to develop relative test questions. Devising test items to examine students' synthesizing or evaluating abilities is difficult, but this does not justify asking only questions that test memorization of facts.

Recognize the purposes of testing. In a lecture we may use deductive reasoning to lead students to faulty conclusions, then back up to help them know where their reasoning failed. That can be instructive. The same exercise, however, on an exam that will figure into a student's grade does not have the same educational merit. We really are not out to trick students on exams, for that does not indicate anything meaningful about how much a student knows. Use clear statements, as unambiguously worded as possible. If you want to discriminate between shades of meaning, make it clear what point you are addressing.

If our goal is to encourage students to learn and to reward them for doing it well, psychology indicates that we should encourage and reward them frequently. Frequent testing has another advantage. When a student has had a bad day or when we construct an exam that does not measure accurately, it is easy to spot and to handle separately if there are several test scores. If there are only one or two grades, it is far more difficult to define the true level of student accomplishment.

To enhance the self-assessment and motivating values of exams, they should be returned promptly. It is also useful to go over returned tests, helping students see what misunderstanding on their part caused errors. This may also reveal some problems with the exam.

Ohmer Milton, former Director of the Learning Research Center and Professor Emeritus, UTK, reports that the two most frequently asked questions on college campuses are "Will that be on the test?" and "Will the test be essay or objective?" We can easily see the educational impact of an answer to the first question. For the second, studies have shown that students prepare differently for essay versus objective (true-false, multiple-choice) tests. Essay exams cause students to evaluate, synthesize, and organize. They are also the most difficult to grade. Short answer questions test information recall and analytic or problem-solving skills. Multiple-choice exams are the most difficult to construct well, but done correctly, they test both information recall and concept application. True-false questions are the most difficult to phrase well and are more subject to flawed evaluation, since a student can guess with a 50 percent probability of success.

Appendix IV contains additional "Tips for Writing Test Items" (true-false, multiple-choice, and completion), prepared for the UTK Committee on Testing and Grading, under the direction of Schuyler Huck, professor, Educational Psychology.

GRADING

Grades are used in ways much broader than they appear immediately in a classroom context. Giving a student a "D" or an "F" may be appropriate, and may prove a sobering learning experience. Grades are not just communications between the instructor and the student, however, for they affect retention at the university, admission to graduate schools, abilities to secure employment, relationships with family and friends, self-esteem, and a host of other extra-curricular concerns. Add to this the fact that we often pack grades with other information, such as a reward for classroom participation or a penalty for a late paper or missed classes. The situation is further confused by the fact that there is no universal standard for the meaning of a "C" (or any other letter). To some a "C" indicates marginal work, barely acceptable, while to others it shows adequate, acceptable performance, but no extra initiative projects completed. Finally, the whole scheme is assigned a greater precision than it actually has by computing grade point averages to the second decimal place. The result is a seriously flawed measure with awesome weight. We cannot solve immediately the problems surrounding grades themselves, but we can work to see that grades going into the system are as accurate and meaningful as possible.

The first step is to grade accurately. Using the tips for test construction in Appendix IV and the Milton-Eison (1982) book, make each test item as clear as you can. Ask a colleague to review the test before it is given to identify any unintended ambiguities or hidden meanings. Take the exam yourself before you

begin grading and note the answers you expect. Decide how to allocate points for answers that give only some of the information you want. As you grade, be alert for a pattern of wrong answers that signals a second (valid but unintended) interpretation for a question. If an item misleads students so that most answers do not address the points you wanted, discard it.

After grading an exam, list the kinds and number of erroneous responses for each question. Use this list to identify questions that discriminate well. After a few years of honing, an instructor builds a bank of several hundred reliable and valid questions with which to construct literally thousands of different exams.

Throughout the quarter, use a variety of evaluation methods. Different test formats stress different kinds of learning. Outside projects, such as papers or problem sets, give a different dimension to evaluations. If an assignment is graded on several criteria (for example content and grammar in a term paper), assign and record these grades separately. It is easier to respond to a potential employer's request for information about an applicant's problem-solving or writing ability by looking at grades assigned on different pieces of work, than by considering only a final course grade.

Be open, honest, and fair with students. Discuss tests both before and after they are given. If a student questions a grade, reread the paper without reference to the grade originally assigned, and attempt to determine a grade as you would have initially. If you have made a mistake, admit it and change the grade. Also offer to do things to overcome any potential harm from the incorrect grade, such as writing a letter to parents or a coach, or contacting the Veteran's Affairs or an admissions counsellor's office. If your grade agrees with the first evaluation, share with the student the basis for your evaluation. Listen to the student's interpretation and point out any flaws in logic. Keep accurate records, and retain grade records for several years. Your department may require you to leave your grade records with the department, so make sure your grading scheme is clearly indicated.

Grades are very imperfect measures, and at times it is not clear what they are measuring. Do your part by being clear to yourself and to your students as to what a grade means.

EVALUATION BY STUDENTS

A topic related to your evaluation of students is the students' evaluation of you and your class. Just as your exams are used as motivators for students and to enable them to assess their mastery of certain material, you can use student evaluations to provide information on the conduct of your class. Some departments provide their own questionnaires, or you may want to create your own. Here are some tips on student evaluation of instruction.

- Consider scheduling an evaluation early–before the middle of the term. In this way, you have the results back in time for them to affect how you complete the term. Students will feel more willing to share their suggestions if they can see it will help the class they are still taking. On the other hand, your department may prefer to administer questionnaires near the end of the quarter, and to assure the students that grades will be determined long before the responses are returned (anonymously) to the instructor. If this is the case, you may want to administer your own questionnaire earlier and the departmental one at the end of the quarter.

- Ask students about things they are able to answer. Students are in an excellent position to comment on your speaking voice, the legibility of your writing, your consideration in dealing with student feelings, the clarity of your objectives, and your apparent preparedness for class. They are less qualified to evaluate the appropriateness of your objectives, the logic to the order of your material, or your ability to fit this subject into a broader field of knowledge.

- If you have a small number of questions (for example, five) that would help you shape your teaching throughout the quarter, distribute these for quick responses some day. Use the feedback to concentrate on improving one aspect of your teaching at a time.

- Invite a friend or trusted colleague to sit in and observe your class, preferably for several sessions, and share with you comments on your teaching. Return the favor in the other person's class.

The Learning Research Center provides and processes computerized course/teacher evaluation forms.

You distribute the forms, arrange with a student to collect the completed forms and deliver them to the Center, and then leave the room. The Center will send back a tabulation of the student responses and a copy of individual anonymous remarks from students. You have the opportunity to add a limited number of your own questions if there are specific aspects of your teaching in which you especially want feedback.

In addition to the computerized form (used in classes of 25 or more students), the Center offers four forms that are administered and tallied by the instructor for his or her own edification. See Appendix V for sample copies of these forms.

PROBLEMS WITH THE CLASS

In dealing with disagreement, confrontation, and inappropriate behavior, the new instructor should probably seek the advice or guidance of a more experienced person. Department heads and coordinators for teaching assistants have dealt with similar problems and can advise you on appropriate steps. New instructors are often afraid to share problems because they feel that these problems are their own fault or constitute a poor reflection on their teaching abilities. Similar problems arise continually, however, with new or experienced faculty, young or old, outstanding or less capable. In fact, students sometimes sense an inexperienced faculty member and believe they can "get away with" more because of the instructor's lack of experience. For these reasons, and for the reassurance it gives, it is usually best to discuss your interpersonal problems with someone who can help you.

DISAGREEMENT IN OR OUT OF THE CLASSROOM

Dealing with a student who disagrees politely, calmly, rationally is a pleasure. If you state your position openly, calmly, and rationally, the two of you are almost certain to reach a reasonable solution. It is with open hostility or conflict that most problems occur. Here are some suggestions for dealing with confrontation.

- If the confrontation occurs in a public setting, attempt to remove it to a private setting, e.g., an office. Often the confronter relies on the public nature of the attack and the encouragement of other students to press the argument.
- Listen carefully, openly, and professionally to the full criticism or grievance. Do not attempt to respond to allegations made during the narrative. Let the critic express all existing problems.
- Repeat the main points of the argument, as you understand them, to be sure both of you see the same issues.
- Accept any valid criticism and state your intended corrective action. Show a genuine willingness to compromise where you feel it is appropriate.
- Explain that you have different thoughts on the issue and would like an opportunity to express your point of view. State your opinions, and allow your critic to respond.
- If it appears that the issue cannot be resolved in a mutually satisfactory way, indicate regret that there remains a difference in view. Restate your position, making clear any action you intend to take. Indicate what recourse your critic has to other appeal channels.
- Move in a polite and professional manner to close the conversation.
- If the critic becomes agitated, remain calm. Often your remaining calm will return the conversation to a more placid tone.
- It sometimes helps to ask a colleague to join in a confrontation, if the colleague can remain neutral and point out possible routes for solution to the problem. The student can also see the other person as a guarantee of fairness in the proceedings.

GIVING CRITICISM

Expressing dissatisfaction is the opposite side of this situation. Sometimes you need to express dissatisfaction to students about their work, to speak to a colleague about a joint responsibility, or to deal with a staff member. The following suggestions, some of which come from *Self*[6] are good techniques for expressing dissatisfaction.

- Understand your own position. Can you state your dissatisfaction clearly? Are you justified?

[6]"Guidelines for Expressing Dissatisfaction," *Self*, 1(9), p.63. Used by permission.

- Choose or create a receptive moment to express your feelings. If it is a clear case of mistreatment, be forceful and allow your anger to give your voice intensity. If the situation is more ambivalent, state your case simply without impugning the motives of the other person. A simple question may uncover everything you need to know. Avoid guilt, exaggeration, or an overly-aggressive posture.

- After speaking, sidestep arguments. Be as patient and firm as you can. If the other person becomes defensive, do not follow his or her lead.

- Once your dissatisfaction has been voiced, let things lie for awhile, and see if there is any change. Even the person who makes excuses or refuses to admit fault may quietly alter a behavior once you make your feelings known.

- If the other person is aware of your dissatisfaction and shows no concern, you must take control. When seeking control, choose a strategy that gives the relationship the best chance for survival. One that is too weak may invite contempt, while a strategy that is too aggressive may ensure ongoing combat.

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	Telephone Extension
Affirmative Action – Camille Hazeur	4-2498
Agriculture College – Dean Glen Hall	4-7303
Architecture – Mr. Tom Davis	4-5265
Athletic Dept. – Dr. Carmen Tegano, Academic Counselor	4-1250
Black Cultural Center – Ms. Helen Mays (tutoring)	4-6861
Book Store – textbooks – Mr. Mitch Borden	4-4231
Business Administration Advising Center – Mr. Bryan Hopkins and Ms. JoAnn Ross, Advisers	4-5096
Bursar's Office – Ms. Denise Barlow	4-4495
Ms. Susan Wilson	4-1384
CARS – Ms. Becky Harper	4-3263
Career Planning – Ms. Eileen Wilson	4-5435
CLEP – Ms. Debbie King	4-5135
College Scholars – Dr. Harry Jacobson	4-4481
Communications College – Dr. Herbert Howard	4-6651
Communications College Advising Coordinator – Ms. Gail Palmer	4-3031
Co-op Engineering – Ms. Betsey Corlew	4-5323
Co-op Undergraduate – Ms. DeAnna Burns	4-5435
Correspondence Courses, Undergraduate – Ms. Debbie King	4-5135
Counseling Center – Dr. Richard Nash and Dr. Gary Klukken	4-2196
Education College Advising Center – Ms. Linda Morgan	4-8194
Educational Advancement Program – Dr. Celia McCullough	4-7900
Engineering College Advising – Dr. William Grecco and Ms. Gladyce Walker	4-2454
English Language Institute – Dr. Dale Myers	4-3404
Evening School – Dr. Sam Bills and Dr. Jeff Sekula	4-5361
Financial Aids – Dr. Wayne Breazeale	4-3131
Food Service – Ms. Jamie Miller	4-4111
Graduate Admissions and Records – Ms. Diana Lopez	4-3251
Graduate Council – Dean C. W. Minkel	4-2475
Graduate School – Dr. Wayne P. Davis	4-3251
Graduate Student Association – Mr. Matt Billips	4-2377
Handicapped Services – Assoc. Dean Tom Ayres	4-2105
Ms. Libby Gatlin	4-6087
Human Ecology College – Dr. Kermit Ducket	4-5221
Human Ecology Advising Coordinator – Ms. Joan Watts	4-5221
Dr. Frances Andrews	4-6276
Individualized Programs – Dr. Mary Richards	4-4161
International House – Ms. Diane Cudahy	4-4453
International Student Affairs – Dr. David Larsen	4-3177
Learning Research Center – Dr. W. Lee Humphreys	4-2459
Liberal Arts Advising Center – Ms. Monique Anderson and Ms. Ruth Darling	4-4483
Library Audiovisual Services – Mr. Bill Ward	4-4473
Reserve Undergraduate – Mr. Sugg Carter	4-4121
Married Student Housing – Mr. George Ridgway	4-3431
Nursing College – Dean Barbara Reid	4-7606
Off-Campus Housing – Ms. Estella Clark	4-5276
Ombudsman Office – Dr. Fred Venditti	4-4311
Dr. Suzanne Kurth	4-4311
Orientation – Mr. Clay Brown and Ms. Robin Young	4-2435

	Telephone Extension
Parking and Traffic Questions – Mr. Joe Cates and Ms. Mary Lynn Holloway	4-6031
Placement Office – Ms. Mary Ruth Boyd	4-5435
Psychological Clinic – Dr. Wesley Morgan	4-2161
Readmissions – Dr. Warren Gaston	4-4379
Re-Entry Committee Chair – Ms. Betty Craig	4-5435
Re-Entry Counselor – Dr. Jasmin McConatha	4-2196
Records Office – Mr. Bobby Cochran	4-2101
Registration Services – Ms. Becky Harper	4-3263
Residence Halls – Mr. Jim Boles	4-2571
Residency Classification – Ms. Helen Morris	4-2184
Semester Transition – Dr. W. Lee Humphreys and Ms. Diane Garrett	4-2351
Student Activities Office – Dr. Jerry Askew and Mr. Tim Rogers	4-3179
Student Conduct Office – Mr. Charles Burchett	4-3171
Student Employment Office (not work-study) – Mr. Dave Adcock	4-4462
Student Health Clinic – Mr. Fred Young	4-3135
Student Work Study – Mr. Marc Lipner	4-3276
Tutorial Services – Ms. Jane Loveday (Orientation)	4-2435
Ms. Helen Mays (Black Cultural Center) (as well as individual departments)	4-6861
U.T. Police – Mr. Hugh Griffin	4-6631
Ms. Ann Rouse	4-3114
University Honors – Dr. Susan Becker	4-7875
University Studies – Dr. Glenn Graber	4-4932
Veteran's Benefits – Mr. Larry Tayes	4-1500
Ms. Vicki Clark	4-2102
Video-Taping Classroom Teaching – Mr. Karl Hill	4-1313
Women's Center – Ms. Lucy Hamilton	4-1029
Withdrawal Office – Dr. Warren Gaston	4-4471
Writing Lab – Ms. Kirsten Benson	4-6973
	4-5401

The following Supporting Services cover two areas of teaching responsibility: instruction and counseling/advising.

SUPPORTING SERVICES FOR INSTRUCTION

AUDIOVISUAL RESOURCES

Audiovisual Services (second floor of John C. Hodges Library) houses 16mm films, slides, video tapes, and audio tapes. All except the video tapes may be checked out for a three-day period for classroom presentations. Audiovisual Services provides handicapped services and equipment; nine fully-equipped viewing rooms; 150 a-v carrels with video, audio, or slide capability. Equipment for using these materials outside of library is furnished by instructor's department.

The **Instructional Service Center** is an alternative source (305 Claxton Education Bldg., Ext. 4-4101).

COMPUTERS AND TEACHING

The University of Tennessee Computer Center (200 Stokely Management Center, Ext. 4-6831) offers a wide range of computing facilities and services to faculty. All UTCC services, subroutines, and prepackaged programs are described in three Users Guides (IBM, VAX Cluster, and Graphics), available at the University Book and Supply Store. Faculty users must complete a "Request for Services Form," available at 200 Stokely Management Center (Ext. 4-6831).

The Center offers two other services of interest to instructors: (1) a range of short, non-credit courses (live and video-taped) designed to familiarize students and faculty with the capabilities and applications of computer systems, and (2) the UTCC Newsletter, a monthly bulletin containing news and events of interest to all Center users. Faculty members who wish to receive the free newsletter should contact 200 Stokely Management Center (Ext. 4-6831).

INSTRUCTIONAL DEVELOPMENT

Center for Educational Video and Photography (Mr. Bruce Mathews, 91 Communications, Ext. 4-1313) will video tape faculty and GTA classroom presentations, allowing the instructor to critique his or her own performance. There is no charge but the instructor should allow at least a week's lead-time in requesting the service.

The General Catalog describes credit hours, grades, grade point averages, and the minimum GPA for total quarter hours attempted for undergraduate retention.

The Learning Research Center (1819 Andy Holt Avenue, Ext. 4-2459) assists faculty in the improvement of teaching/learning. This faculty development unit provides advice on the evaluation of teaching, teaching/learning experimentation, and teaching/learning research. The director is available to sit in on classes and give confidential feedback to the instructor. He is also available for personal conferences and consultations.

A small but concentrated library covering both specific and broad issues in higher education is housed in the Center. A quarterly publication, *Teaching-Learning Issues*, is distributed to faculty throughout the whole UT system, as well as to a large national and small international audience.

LIBRARIES

The John C. Hodges Library (located on the corner of Volunteer Blvd. and Andy Holt Ave. with entrances on Volunteer Blvd. and Melrose Ave., Ext. 4-5011).

Study and Meeting Areas – The library has 3,500 reading stations and 400 built-in graduate student carrels on the perimeter and 12 group study rooms. There are also five lounge areas, seven smoking rooms, four Computer Center remotes and three typing rooms available for students.

There are 200 faculty studies, each an enclosed room with built-in furniture. Electrical connections permit computer terminals. In addition to faculty studies, there are two faculty lounges.

Reference and Information Services provides catalog assistance, telephone reference service,

database search services, interlibrary loan, and extensive documents and microforms collections.

Circulation Services features borrower information and a full range of online circulation service–checkout, holds, recalls, borrowing privileges.

Reserve Services specializes in personalized faculty reserves, short-term loans from two hours to seven days, timely acquisition of books needed for reserve purposes, and an up-to-date juvenile collection.

Current Periodicals makes available extensive collections of newspapers, scholarly journals, magazines, and complete information on date of receipt, missing issues, and binding status through the LINX online system.

HOURS:

Monday-Thursday	7:30 a.m. - 12:00 p.m.
Friday	7:30 a.m. - 10:00 p.m.
Saturday	9:00 a.m. - 6:00 p.m.
Sunday	1:00 p.m. - 12:00 p.m.

Night study areas are open continuously from 1:00 p.m. Sunday to 10:00 p.m. Friday (close at 11:30 p.m. Saturday).

The library is open Monday-Friday, 8:00 a.m. - 6:00 p.m. when school is not in session.

Branch Libraries

All students may use the more selective collections in the branch libraries: Agriculture–Veterinary Medicine Library (Veterinary Teaching Hospital, Agriculture Campus); Music Library (Music Building); Special Collections Library (James D. Hoskins Library).

PHOTODUPLICATION SERVICES

The Center for Educational Video and Photography (91 Communications Building, Ext. 4-1313) provides photographic services, including the production of photographs, slides, and 16mm movies. Terms and charges are available at the Center.

Graphic Arts Services (260 Communications Building, Ext. 4-5121) provides a complete printing service. Folders, brochures, booklets, and a variety of other formats can be produced professionally by offset printing for any need, particularly those involving artwork, photographs, and multi-color. Duplication facilities are also available for reports, examinations, theses, and other materials requiring fast and economical service.

The John C. Hodges Library (corner Volunteer Blvd. and Andy Holt Avenue, Ext. 4-5011) has a Duplication Center with high quality, high volume copiers that reduce, enlarge, collate, and staple copies.

Copiers are also available in the Service Station and Bookstore at the University Center and various other buildings across campus.

TESTING AND EVALUATION

The Learning Research Center (LRC) (1819 Andy Holt Avenue, Ext. 4-2459) has a research team which offers assistance in developing test items.

The LRC also serves as the central course/teacher evaluation unit and welcomes questions in this area. Copies of available questionnaires are in Appendix V. Assistance is also provided to instructors who wish to create their own specialty course/teacher questionnaires. This individualized form can be incorporated into the SRI computer system.

SUPPORTING SERVICES FOR COUNSELING/ADVISING

ACCELERATION OPPORTUNITIES

Advanced Placement. Freshmen admitted to UTK may receive credit on the basis of performance on one or more of the thirteen subject area Advanced Placement Examinations offered each May by the College Entrance Examination Board. Usually the tests are taken by high school students preparing to enter college during their junior or senior year. Because the material covered by the tests is comparable to introductory courses at the college level, advanced placement credit is offered. A more complete description is presented in the current *General Catalog*.

CLEP Credit. With departmental approval, nationally recognized examinations, such as the appropriate subject examinations of the College Level Examinations Program (CLEP) or the College Entrance Examination Board, may be used as proficiency examinations in one or more courses. See the current *General Catalog* for specifics.

Proficiency Examination. The University authorizes departments to offer a proficiency examination for any undergraduate course but the department also retains the right to determine which courses are appropriate for the testing. When applying to a department for a proficiency examination, a student should present evidence of having developed the knowledge expected of those who have taken the course. There is a fee to be paid in advance at the Office of the Registrar which is about half the regular charge.

University Studies 1000. The University Studies 1000 is a 3-hour elective course and is offered to all entering freshmen, transfers, and re-entry students. The purpose of the course is three-fold: to introduce students to a university education, improve their academic performance, and promote retention of academically qualified students. These objectives are addressed through exercises designed to socialize and integrate students into the University community and by providing instruction designed to promote intellectual development. All sections of University Studies 1000 contain components on the history of higher education in the United States and at the University of Tennessee, academic and career planning, critical thinking and values clarification, and an introduction to the intellectual life of the University. For further information, contact Glenn Graber, Ext. 4-4932.

The University Learning Community. The University Learning Community is a program in University Studies for the sophomore year. It is designed to offer a small group of sophomores an integrated pattern of courses built around a broad theme, using both courses already established in departmental offerings and core integrative seminars which will serve as the backbone for the experience. The program has been created to provide not just a series of courses related to a broad theme, but critical reflection on the possibilities for integration and coordination of several disciplines, as well as participation in an on-going community of learners. The 1987-1988 theme is "International Development." Glenn Graber, at Ext. 4-4932, will welcome your call for additional information.

ADVISING

The objective of the academic advising system at UTK is to help students at each stage of their academic journey to define choices that must be made and to offer needed guidance.

At the time of application for admission, each student is asked to indicate whether s/he has already identified a preferred college or school. If a particular college has been selected, an adviser in that college is assigned. Persons admitted as university students without a declared association are advised by the College of Liberal Arts Advising Center. In either case, advising is mandatory at least once a year. Beginning Spring Quarter, 1987, every student must see his/her adviser in order to prepare for the semester transition. Beginning Fall Semester, 1988, advising will be mandatory each term.

Advising centers exist in the Colleges of Liberal Arts, Business Administration, and Education. Other colleges have particular offices or persons who serve as general advisers. (See page 34.)

CAREER COUNSELING AND PLACEMENT SERVICES

The Career Planning and Placement Services (Lobby, Alumni Hall, Ext. 4-5435) assists students in planning, reviewing, and implementing career goals, prepare for the job campaign, conduct on-campus interviewing with employers, and obtain off-campus employer contacts through job resource materials. A computer-assisted career guidance program called DISCOVER is also available at CPPS. (No prior computer knowledge is necessary. Call 4-5435 for appointment.) A special library collection relating to occupations, career planning, and job hunting skills is housed in CPPS, and a co-oping program for Liberal Arts, Business Administration, Agriculture, Communications, and Architecture is also available. Students are offered help in locating summer employment.

The Student Counseling Services Center (900 Volunteer Blvd., Ext. 4-2196) offers a course in "Which Major, Which Career," provides vocational testing, and maintains a career library.

CLINICAL SERVICES

The Student Counseling Services Center (900 Volunteer Blvd., Ext. 4-2196) provides personal counseling, anxiety management groups, and speech desensitization groups.

The Student Health Services (1818 Andy Holt Avenue, Ext. 4-3135) provides outpatient services in the field of general practice, internal medicine, and psychiatry.

The Psychological Clinic (225 Austin Peay Bldg., Ext. 4-2161) is an outpatient psychodiagnostic

ADVISING CENTERS OR ADVISING OFFICES

Coordinator of Advising – Dr. Marianne Woodside
511 Andy Holt Tower, 974-3265

Agriculture–Dr. Glen Hall
126 Morgan Hall, 974-7303

Architecture–Mr. Tom Davis
227 Art & Architecture Bldg., 974-5265

Business Administration–Mr. Bryan Hopkins
52 Glocker Bldg., 974-5096

Communications–Ms. Gail Palmer
302 Communications Bldg., 974-3031

Education–Ms. Linda Morgan
214 Claxton Addition, 974-8194

Engineering–Dr. William L. Grecco
118 Perkins Hall, 974-2454

Evening School–Ms. Lydia Jurand
451 Communications Bldg., 974-5204

GraduateSchool–Ms. Diana Lopez
Graduate Admissions & Records
218 Student Services Bldg., 974-3251

Human Ecology–Dr. Fran Andrews
110 Jessie Harris Bldg., 974-5221

Liberal Arts–Ms. Monique Anderson
220 Ayres Hall, 974-4483

Library & Information Science–Dr. Ann Prentice
304 Temple Court, 974-2148

Nursing–Dr. Barbara Reid
203 College of Nursing, 974-7606

Planning–Mr. James A. Spencer
128 Henson Hall, 974-5227

Social Work–Dr. Roger M. Nooe
113 Henson Hall, 974-3351

Veterinary Medicine–Dr. William H. Grau, Jr.
107 Morgan Hall, 974-7263

and treatment center which provides advanced graduate training in clinical psychology. Individual therapy, family therapy, marital counseling, pre-natal counseling, and group psychotherapy are available. All communications are kept confidential.

FINANCIAL AIDS (115 Student Services Bldg., Ext. 4-3131)

The Financial Aids office handles grants, scholarships, loans, and work-study funds. It coordinates the employment of students on the Work-Study Program and operates a Job-Location Program to assist others in finding part-time employment. Emergency loans of $50.00 are granted.

GRIEVANCE PROCEDURES

Various units across campus have established grievance procedures. For instance, in Housing the complaints would be transmitted from RA to Head Resident to Area Coordinator to Associate Director of Residence Halls to the Director and from there to the Vice Chancellor for Student Affairs. For an academic problem, the student would talk first with the instructor, then the department head, the dean, the Provost, the Chancellor and the Board of Trustees, all before going to court.

Most cases are not so extreme and are resolved long before stretched to such lengths. Departments and colleges have devised individual grievance procedures and information pertaining to them may be obtained in departmental offices.

The Ombudsman Office (247 University Center, Ext. 4-4311) is the University "complaint department." Problems are treated there confidentially and are dealt with expeditiously. Procedures of this office do not substitute for the regular grievance procedures already established but supplement existing appeals channels and help to identify better ways for the University to meet student needs. Efforts are made to assist students in the resolution of problems encountered with any aspect of the University.

HILLTOPICS: THE STUDENT HANDBOOK (copies available in Student Activities Office, 413 Student Services Bldg.)

Students are responsible for knowing and abiding by the contents of *Hilltopics*. It summarizes a variety of student services and activities, rights and responsibilities, policies and guidelines.

ORIENTATION OFFICE (412 Student Services Bldg., Ext. 4-2435)

The Orientation Office serves the University in a variety of ways by (1) conducting new-student orientation programs during summer and at the beginning of each quarter, (2) providing ongoing peer counseling to assist freshmen with problem areas, (3) offering information concerning other campus offices and organizations, and (4) acting as a referral agency for faculty who teach predominately freshmen students in cases involving students who are excessively absent, are in the "wrong" courses, or have other problems requiring special attention.

RE-ENTRY STUDENTS

An increasing number of students over 25 years of age are returning to UTK. The Student Counseling Center (Ext. 4-2196) offers a course designed as a support group for these students. It meets in the Center from 12:10-1:00 Mondays and carries 1 hr. credit. Students should call 4-2196 for specific course/section numbers.

Of special importance to re-entering former UTK students is the **Academic Second Opportunity**. Former UTK undergraduate students who have not taken any college-level academic courses for three or more calendar years prior to readmission to UTK may petition for Academic Second Opportunity.

S/he must have completed two quarters of course work but no more than one calendar year to be eligible for petitioning.

If the petition is granted, all previous academic work will remain on the permanent record, but the grades will not be used in determining the GPA. Prior courses in which a "C" grade or better have been earned may be used, however, to meet major distribution and graduation requirements. Students interested in applying for this opportunity should contact the Readmissions Office (212 Student Services Bldg., Ext. 4-4379).

Transfer undergraduates automatically have passing grades changed to S/NC. UTK GPAs are determined only by grades earned at UTK.

REMEDIAL SERVICES

The Educational Advancement Program (900 Volunteer Blvd., Ext. 4-7900) assists entering

students with learning disabilities and those deficient in the basic skills and academic preparation necessary for successful university work and offers special sections of English composition, Math, Biology, University Studies and, if needed, Curriculum and Instruction 1410. Students in the Program are provided free tutorial service as well as careful academic advising and counseling.

The English Language Institute (907 Mountcastle Street, Ext. 4-3404) offers intensive courses for the improvement of English language skills for international students, visitors, and professionals.

SPECIAL LEARNING PROGRAMS

Honors Programs. There are two University honors programs which can afford the highest degree of freedom in developing a meaningful curriculum. Each program is worked out with a special adviser and offers several advantages: more individualized study, development of mentor relationships with faculty, attendance at special seminars, and the opportunity to interact with highly motivated peers.

1. The *University Honors Program* (401 Student Services Bldg., Ext. 4-4932) is a selective program that includes students from all University colleges.

2. The *College Scholars Program* (Liberal Arts Advising Center, 220 Ayres Hall, Ext. 4-4483) is limited to entering and transfer Liberal Arts students with less than 60 credit hours and resident students with less than 90 credit hours.

Individualized Programs. In the College of Liberal Arts, students may pursue Individualized Programs. The Basic Skills and Distribution requirements must be met; the greatest degree of individualization is in the area of concentration. The quantitative aspect of the area of concentration is the same as for the major in the Basic Program, but there is no restriction in principle of the choice of courses of which it is composed. Proposed programs are submitted for consideration to the Committee on the Individualized Program. For further information, contact the Liberal Arts Advising Center (220 Ayres Hall, Ext. 4-4483).

SPECIAL SERVICES

The Admissions Office (320 Student Services Bldg., Ext. 4-2184) assists handicapped students with problems involving registration and classrooms.

Athletics Department, The Director of Academic Counseling (T-Club, Stokely Athletics Center, Ext. 4-1250) offers support services for student athletes: basic counseling, academic advising in collaboration with various advising centers, and tutorial services. Assistance is provided in maintaining progress toward graduation and in NCAA eligibility standards.

The Black Cultural Center and Minority Student Affairs Office (812 Volunteer Blvd., Ext. 4-6861) offers tutorial service for minority students; films, speakers, workshops, conferences dealing with the black experience; and maintains a library of video and audio tapes, books, recordings, magazines, journals, and newspapers.

The Handicapped Student Services (900 Volunteer Blvd., Ext. 4-6087) provides assistance to handicapped students and to faculty members in making accomodations for the students in class, and contacting professors for students when necessary, offers personal and vocational counseling, and serves as liaison for the handicapped students with the Tennessee Division of Vocational Rehabilitation. The office furnishes interpreting services for the deaf and assists in finding readers for the blind. Transportation assistance is furnished for mobility impaired students for on-campus travel.

The office helps determine from student class schedules textbooks to be used and orders recorded texts for sight-impaired or learning-disabled students. These orders must be placed four to six weeks in advance in order to have the recordings available when classes begin. The following equipment items are available for students' use in the Handicapped Student Services Office: FM amplification system, large-print typewriter, Perkins brailler, braille labeler, American Printing House for the Blind cassette recorder/player, and telecommunication device for the deaf.

The Center for International Education (201 Alumni Hall, Ext. 4-3177) has two basic purposes: (1) to advise American students about international opportunities for study/work/research abroad and to administer scholarships for that program, and (2) to provide assistance to international students with matters of their concern: assist in employment requests; provide information concerning career employment opportunities with multi-national firms; conduct special orientation sessions; publish a newsletter, *The Link*; make short-term loans to assist international students; offer academic counseling and

awards to international students; operate the "International House"; provide assistance to international visitors, and coordinate host-family programs.

The United Campus Veterans (339 University Center, Ext. 4-3309) operates as a liaison for veterans returning to or entering University life. Resource information is available to assist veterans in solving service-related problems.

The Women's Center (301 University Center, Ext. 4-1029) serves as a coordinating office for all campus activities of interest to women, offers a lounge area for small group meetings, implements special programs for women, and maintains a small library of works by and about women.

STUDY SKILLS

Special Courses

Efficient Reading and Study Skills Course (C&I 1410) is designed to improve reading and study skills. This is not a speed-reading course, although some attention is given to reading rate.

Classics 2740, "Word Power," is essentially a vocabulary building course involving study of Greek and Latin prefixes and suffixes, and several hundred of the more important word roots. This course is useful for anyone seeking an improved command of basic communication skills in the English Language (3 credits).

The Non-Credit Office (2016 Lake Avenue, Ext. 4-6688) offers two courses of great benefit to students who need simply to hone their reading and listening skills:

1. **Rapid Reading** is designed to increase the student's reading speed and comprehension.

2. **Effective Listening** provides necessary skills for classroom note-taking and retention.

The Non-Credit Office also offers courses in English Grammar and Creative Writing for students needing help before or after taking freshman English.

The Student Counseling Services Center (900 Volunteer Blvd., Ext. 4-2196) provides short courses in (1) Which Major, Which Career?, (2) Overcoming Student Stress, (3) How to Study, (4) Test Anxiety, (5) Improving Test Performance, (6) Overcoming Math Anxiety/Improving Math Performance, and (7) Assertiveness Training.

Tutoring. A list of tutors is maintained in the **Orientation Office** (412 Student Services Bldg., Ext. 4-2435). Some are free while others charge (approximately $5.00/hr.); the student is responsible for initiating an application for service. **Most departments** keep a list of persons willing to tutor in their academic area; check with the departmental secretary. **The Black Cultural Center** offers a tutorial service for minority students.

Writing Lab (English Department, Ext. 4-6973 or 4-5401). The writing lab is a workshop open to all students who have problems with writing and can be a valuable resource to the new teacher and the experienced teacher alike. The Writing Lab operates under the auspices of the English Department and offers free assistance to students who have difficulties with basic grammar and those who have problems with organization, development, and style. All teachers are urged to take advantage of the assistance Writing Lab offers by sending poor writers to the Lab as early in the quarter as possible. The Lab meets in HSS 103B for eight hours a week on a varied schedule. Specific hours each quarter are posted in McClung Tower 316.

SUPPORTING SERVICES

The Readmissions Office (212 Student Services Bldg., Ext. 4-4379) assists students returning to school after dropping out for at least one quarter (except summer), readmits students in good standing and refers them to their respective colleges, and reviews records of students not in good standing before a decision is made to readmit. They also serve as a withdrawal office.

The Records Office (209 Student Services Bldg., Ext. 4-2101) maintains students' permanent records, provides transcripts for students at 215 Student Services Bldg. upon request, processes proficiency test applications, distributes and indexes petition forms, prepares the Senior Standing Sheets (upon request after 135 hours or more have been completed), and accepts applications for and determines whether students have met requirements for graduation.

The Registration Office (202 Student Services Bldg., Ext. 4-2223) distributes scan forms, timetables, time reserve sheets to block any time students cannot attend class (e.g., specific work hours), catalogs, and drop/add slips to faculty and students, receives scan forms and time reserve sheets, distributes catalogs by mail to prospective students, and coordinates the collection of grades.

The Student Conduct Office (409 Student Services Bldg., Ext. 4-3171) advises judicial boards within each college and counsels students with disciplinary problems.

The Traffic and Parking Office (1115 UT Drive, Ext. 4-6031) is housed in the Security Building. All cars belonging to University students must be registered. No charge is made for registration, but if a ticket is issued for illegal parking and the car has no registration sticker, an additional fine is levied for non-registration. A parking permit is required in order to park on any University lot. This may be obtained at the Parking Office and there is a charge.

A student who receives a ticket for parking illegally should go immediately to the Parking Office and either pay the fine or appeal it. An appeal must be made within ten days of receipt of the ticket. Schedules are withheld at the beginning of each quarter for students who have not taken care of such matters.

The University of Tennessee Police Department. (1115 UT Drive, Ext. 4-3111 for emergency calls; Ext. 4-6031 for Traffic and Parking questions) operates an escort van service for students on campus from 7:15 p.m. to 2:15 a.m. (copy of scheduled stops may be obtained from the Orientation Office at 412 Student Services Bldg.), provides ambulance service, maintains a lost-and-found unit, "jumps" cars on University property with dead batteries, offers an engraving service whereby students can mark their valuables with an ID number, and provides a registration service. Safety and security personnel also present films, speakers, and workshops dealing with security issues upon request.

The Withdrawal Office (Readmissions Office, 212 Student Services Bldg., Ext. 4-4379) acts on students' requests to withdraw from the University.

Recent LRC Publications

A Handbook of Resources For New Instructors at UTK, Revised, September, 1987.

Bainum, Charlene, Karen Lounsbury, and Howard R. Pollio. "The Development of Laughing and Smiling in Nursery School Children," *Child Development*, 55, 1984, 1946-1957.

Banta, Trudy W. "Use of Outcomes Information at the University of Tennessee, Knoxville," in Peter Ewell (ed.), *Assessing Educational Outcomes*. New Directions for Institutional Research, 47, 1985.

_____, and Homer S. Fisher. "Performance Funding: Tennessee's Experiment," in John Folger (ed.), *Financial Incentives for Academic Quality*. New Directions for Higher Education, 48, 1984, 29-41.

_____, and Homer S. Fisher. "Putting a Premium on Results," *Educational Record*, Spring-Summer, 1986, 54-58.

_____, and Homer S. Fisher. "Measuring How Much Students Have Learned Entails Much More Than Simply Testing Them," *The Chronicle of Higher Education*, 33(25), 1987, 44-45.

_____, Homer S. Fisher, and C. W. Minkel. "Assessment of Institutional Effectiveness at the University of Tennessee, Knoxville," *International Journal of Institutional Management in Higher Education*, 10(3), 1986, 262-271.

_____, (ed.) et al. *Performance Funding in Higher Education: A Critical Analysis of Tennessee's Experiment*. Boulder, Co.: National Center for Higher Education Management Systems, 1986.

Eison, James A. and Howard R. Pollio. "A Multidimensional Approach to the Definition of College Students' Learning Styles," *Journal of College Student Personnel*, 26, 1985, 434-443.

_____, Howard R. Pollio, and Paul Cunningham. "Testing Preferences of Learning and Grade Oriented University Students," *Teaching of Psychology*, in press.

_____, Howard R. Pollio, and Ohmer Milton. "Educational and Personal Characteristics of Four Different Types of Learning and Grade-Oriented Students," *Contemporary Educational Psychology*, 11, 1986, 54-67.

Fabrizi, M. S. and H. R. Pollio. "Laughing and Smiling in Third, Seventh, and Eleventh Grade Children," *Merrill-Palmer Quarterly*, 1987, 33, 107-128.

Graber, Glenn C. and Libby F. Jones. "Transformative Education: The University Learning Community at UTK," *Teaching-Learning Issues*, 59, Winter/Spring, 1987.

Humphreys, W. Lee. *Collected Notes on Teaching and Learning, I, II, and III*, Knoxville, LRC, UTK, 1985, 1986, 1987.

_____. "General Education: Whose Responsibility?" *Teaching-Learning Issues*, 52, Fall, 1983.

_____. "Values in Teaching and the Teaching of Values," *Teaching-Learning Issues*, 58, Spring/Fall, 1986.

Mellor, Chauncey J. "Standard Oral Proficiency Tests for International Graduate Teaching Assistants," *Employment and Education of Teaching Assistants*, pp. 335-347. Readings from a National Conference, Ohio State University, 1987.

_____. *Some Steps to Improve Your Spoken English*, 2nd. Edition. Knoxville, LRC, UTK, 1986.

Milton, Ohmer, Howard R. Pollio, and James A. Eison. *Making Sense of College Grades*. San Francisco: Jossey-Bass, 1986.

Pickens, J. , H. R. Pollio, and M. R. Pollio. "A Developmental Analysis of Metaphoric Competence and Reading," in R. Dirven and W. C. Paprotte (eds.), *The Ubiquity of Metaphor*. Philadelphia: J. Benjamin and Co., 1985, 481-523.

Pollio, Howard R. Editor-in-Chief, *Metaphor and Symbolic Activity*, 1985-

_____. "What Students Think About and Do in College Lecture Classes," *Teaching-Learning Issues*, 53, Spring 1984.

_____. "Everything You Always Wanted to Know About Humor in the Classroom but Were Afraid to Ask," *Teaching-Learning Issues*, 57, Fall, 1985/Winter, 1986.

ANNOTATED BIBLIOGRAPHY

These books are in the Learning Research Center Library (1819 Andy Holt Avenue); many are also in the John C. Hodges Library.

Information is furnished under five headings: History, General Education, Faculty Development, Testing and Grading, and Assessment in Higher Education.

HISTORY

Bledstein, Burton J. *The Culture of Professionalism: The Middle Class and the Development of Higher Education in America.* N.Y.: W. W. Norton, 1978.

A provocative history of Higher Education in America with special attention to the relation of the Liberal Arts to professional study.

Bloom, Allan. *The Closing of the American Mind.* New York: Simon and Schuster, 1986.

This challenging and demanding volume is a must for all college teachers.

Ravitch, Diane. *The Troubled Crusade: American Education, 1945-1980.* N.Y.: Basic Books, 1983.

A first-rate history of American Education, especially in the period after World War I.

Rudolph, Frederick. *Curriculum: A History of the American Undergraduate Course of Study since 1636.* San Francisco: Jossey-Bass, 1978.

The standard history of American undergraduate study and the evolving curriculum.

GENERAL EDUCATION

Association of American Colleges. *Integrity in the College Curriculum: A Report to the Academic Community.* Washington, D.C.: Association of American Colleges, 1985.

This report contains the findings and recommendations of the Project on Redefining the Meaning and Purpose of Baccalaureate Degrees. Specific topics addressed include faculty development, curriculum, and accountability.

Averill, Lloyd. *Learning to Be Human: A Vision for the Liberal Arts.* Port Washington, N.Y.: Associated Faculty Press, 1983.

Douglas Heath said of this book: "It is a **disciplined** passionate book that speaks to the most pressing need of higher education at this moment in history–the need for a compelling vision of just what a liberally educated person should be like for the extraordinarily uncertain world of the 21st century." If you are at all concerned about the state of the liberal arts in this time of great flux within colleges and universities everywhere, read this book!

Boyer, Ernest L. and Martin Kaplan. *Education for Survival.* New Rochelle, N.Y.: Change Magazine Press, 1977.

This very convincing and provocative essay makes a strong appeal for a core curriculum. Disparate perspectives of the co-authors make it particularly intriguing.

Boyer, Ernest L. and Arthur Levine. *A Quest for Common Learning: The Aims of General Education.* Washington, D.C.: The Carnegie Foundation for the Advancement of Teaching, 1981.

Two exciting proposals for radical reformation of general education programs.

Fox, Seymour (ed.). *Philosophy for Education.* Atlantic Highlands, N.J.: Humanities Press, 1983 (North American distributors). (Printed in Israel by Daf-Chen Press, Jerusalem.)

This volume brings philosophical insights and methods to bear on educational issues. The role for liberal education in the United States is reconsidered, and relations between theory and practice are analyzed. Moral issues, such as the right to educate, are treated with fresh and new insights.

Gaff, Jerry C. *General Education Today.* San Francisco: Jossey-Bass, 1983.

Jerry Gaff analyzes the range of controversies and changes emerging from the current revival of general education and provides a wealth of ideas, examples, and recommendations for achieving realistic and successful curricular reform. It contains an excellent bibliography.

Gamson, Zelda F. and Associates. *Liberating Education.* San Francisco: Jossey-Bass, 1984.

A fine blend of the philosophical and concrete suggestions based on a range of experiments by a variety of colleges and universities.

Newman, Frank. *Higher Education and the American Resurgence.* Princeton: Carnegie Foundation for the Advancement of Teaching, 1985.

This paperback is by far the best of the several recent reports about the status of higher education; significant changes are propoesd. The book should be read by all who are entering the field either as faculty or as administrators.

Study Group on the Conditions of Excellence in American Higher Education. *Involvement in Learning: Realizing the Potential of American Higher Education.* Washington, D.C.: U.S. Government Printing Office, 1984.

This report contains findings and recommendations for the improvement of higher education. Specific topics include increasing student involvement, improving curriculum, and assessing educational outcomes.

Snyder, Benson R. *The Hidden Curriculum.* New York: Knapf, 1971.

Snyder isolates a major cause of campus conflict: the overwhelming, nonproductive mass of unstated academic and social norms that divert the student from creative intellectual effort and academic freedom.

FACULTY DEVELOPMENT

Beidler, Peter G. *Distinguished Teachers on Effective Teaching.* New Directions in Teaching and Learning 28. San Francisco: Jossey-Bass, 1986.

Twenty CASE award winning teachers address key questions about instruction.

Cole, Charles C. *To Improve Instruction.* ERIC/Higher Education Research Report No. 2. Washington, D.C.: ERIC Clearinghouse on Higher Education, 1978.

Dr. Cole discusses the basic reasons for a need to improve instruction and then describes various methods used to meet the need.

Davis, James R. *Teaching Strategies for the College Classroom.* Boulder: Westview Press, 1976.

Davis details four theories about how people learn, develops each into a teaching strategy, and gives examples of classroom application.

Eble, Kenneth: *The Aims of College Teaching.* San Francisco: Jossey-Bass, 1983.

Builds upon and expands reflections in his book listed next.

_____. *The Craft of Teaching.* San Francisco: Jossey-Bass, 1976.

This down to earth look at day-to-day skills needed by the classroom teacher in higher education is a classic. We highly recommend it both for beginning and experienced instructors.

Elbow, Peter. *Embracing Contraries.* New York: Oxford University Press, 1986.

A remarkable set of provocative essays by an experienced teacher.

Ericksen, Stanford C. *The Essence of Good Teaching.* San Francisco: Jossey-Bass, 1984.

Covers all aspects of instruction with special emphasis on what we know and need to know about how students learn.

Fuhrmann, Barbara Schneider and Anthony F. Grasha. *A Practical Handbook for College Teachers.* Boston: Little, Brown and Co., 1983.

This book presents a unique treatment of such topics as the influence of personal values and belief systems in teaching, the relevance of learning and teaching styles, and classroom applications of research in group dynamics. The discussion of interpersonal communication is blended with more traditional material on testing, leading discussions, and using media.

Gronlund, Norman E. *Stating Objectives for Classroom Instruction.* N.Y.: McMillan, 1978.

An easy-to-understand look at the difficult chore of stating course objectives clearly.

Gullette, Margaret Morganroth (ed.). *The Art and Craft of Teaching.* Cambridge, Mass.: Harvard University Press, 1984.

A combination of broad ideals and practical tips by excellent teachers from several disciplines. Well written and especially helpful for the new teacher.

Highet, Gilbert. *The Immortal Profession: The Joys of Teaching and Learning.* N.Y.: Weybright and Talley, 1976.

This is a fresh distillation of a classical scholar's wide-ranging thoughts. He explores the illusion of human progress apart from the technological, what ought to be the essential character of a liberally educated teacher, the demands on anyone contemplating a scholarly life, how to grow older gracefully and effectively while one's students grow taller and younger, teaching college teachers how to teach, and communicating with preoccupied young minds.

Kozma, Robert and Others. *Instructional Techniques in Higher Education.* Englewood Cliffs: Educational Technology Publications, 1978.

This volume is an excellent anthology of institutional methodology used in colleges and universities.

Lowman, Joseph. *Mastering the Techniques of Teaching*. San Francisco: Jossey-Bass, 1984.

Drawing on direct observation of teaching, the useful literature on college instruction, and student accounts of outstanding teaching, the author examines what constitutes good teaching and suggests how to master effective techniques.

McKeachie, Wilbert J. *Teaching Tips: A Guidebook for the Beginning College Teacher*. Seventh edition. Lexington, MA: D.C. Heath & Co., 1978.

Here is the truth about teaching: what it involves, its daily problems and frustrations, and practical guidelines for their solution. **A must** for a beginning college teacher!

Mager, Robert F. *Preparing Instructional Objectives*. Second edition. Palo Alto, CA: Fearon Publishers, 1975.

In a most unusual and refreshing way, this author answers the questions: (1) What is it we must teach?, (2) How will we know when we have taught it? and (3) What materials and procedures will work best to teach what we wish to teach?

Milton, Ohmer. *Alternatives to the Traditional*. San Francisco: Jossey-Bass, 1972.

This is a brief highly readable and most pertinent research-based discussion of many broad aspects of teaching/learning. It will be interesting and useful to those who wish to challenge commonly held assumptions.

_____ and Associates. *On College Teaching*. San Francisco: Jossey-Bass, 1978.

Instructors who are searching seriously for ways to improve the quality and effectiveness of their teaching will find this text invaluable. Special attention should be directed to the chapters on objectives, lecturing, and testing. Eleven additional topics and issues are included in the most interesting and informative collection.

Penner, Jon G. *Why Many College Teachers Cannot Lecture*. Springfield, Ill.: Charles C. Thomas, 1984.

Much broader in content that the title indicates. Of special note is Penner's treatment of attention in the classroom and the clever techniques he advocates for motivating students.

Seldin, Peter. *Changing Practices in Faculty Evaluation*. San Francisco: Jossey-Bass, 1984.

A balanced assessment of a matter of vital concern today.

TESTING AND GRADING

Anderson, Richard C. "How to Construct Achievement Tests to Assess Comprehension," *Review of Educational Research*, 42 (2), 1972, 145-170.

This article summarizes the research literature on the learning process known as "comprehension" and discusses ways of constructing tests to measure this level of learning. An interesting examination of the "Effects of Tests Upon Learning" is also included.

Daves, Charles W. (ed.). *The Uses and Misuses of Tests*. San Francisco: Jossey-Bass, 1984.

This book assesses the proper role of tests as decision-making tools in colleges and universities. It also explains in non-technical terms many of the misconceptions about the measurement of learning. It should be studied by all who use test results.

Ebel, Robert L. *Essentials of Educational Measurement*. Englewood Cliffs, N.J.: Prentice-Hall, 1972.

For a more exhaustive presentation than is found in Milton and Edgerly (1976), the serious reader should consult this excellent text. Part II contains six chapters describing "Classroom Test Development," including separate chapters on essay questions, true-false questions, and multiple-choice items. Part IV has four chapters on "Test Analysis and Evaluation."

Educational Testing Service. *Short-Cut Statistics for Teacher-made Tests*. Princeton, N.J.: Educational Testing Service, 1973.

Written by Paul Diederick, this material describes in the simplest of terms such items as measurement error, reliability, and item-analysis. A must for the less sophisticated mathematician.

Gronlund, Norman E. *Constructing Achievement Tests*. Third Edition. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1983.

The novice test constructor will particularly welcome this thorough presentation of all phases of exam preparation and evaluation. It covers objective and essay testing and includes a discussion of how test scores can be treated.

Milton, Ohmer. *Will That Be on the Final?* Springfield, Ill: Charles C. Thomas, 1982.

College classroom testing is thoroughly scrutinized, keeping in mind the long-range consequences of poor tests for student careers. Milton's suggestions for test improvement are carefully researched, prepared, and explicit.

_____ and James A. Eison. *Textbook Tests: Guidelines for Item Writing*. Cambridge: Harper and Row, 1983.

This title is self explanatory–a must for thoughtful and concerned college faculty.

_____, Howard Pollio, and James Eison. *Making Sense of College Grades: Why the Grading System Does Not Work and What Can Be Done About It.* San Francisco: Jossey-Bass, 1986.

A report of the results of the first national survey of attitudes toward and beliefs about college grades and grading practices. It is also a scholarly and thoughtful examination of the relationship of grades, tests, and learning.

Sanders, Norris M. *Classroom Questions: What Kinds*. N.Y.: Harper and Row, 1966.

This text describes how classroom instructors can devise questions to tap each of the seven levels of thinking described in Bloom's Taxonomy of Educational Objectives.

ASSESSMENT IN HIGHER EDUCATION

Educational Testing Service. *Assessing the Outcomes of Higher Education: Proceedings of the 1986 ETS Invitational Conference*. Princeton, N.J.: Educational Testing Service, 1987.

A series of invited papers on the role of assessment in higher education. These essays address issues concerning the purposes of assessment, as well as assessment methodologies.

Ewell, Peter. *Information on Student Outcomes: How to Get It and How to Use It*. Boulder, CO: National Center For Higher Education Management Systems, 1983.

This book considers the issue of using student outcomes data to assess institutional effectiveness. Specific topics include gathering outcomes data, creating an outcomes data base, and using student-outcomes data for institutional decisionmaking.

Ewell, Peter. *The Self-Regarding Institution: Information for Excellence*. Boulder, CO: National Center for Higher Education Management Systems, 1984.

The use of outcomes information to assess educational excellence is examined. Three case studies are presented on the use of assessment to improve educational excellence. The institutions studied were Alverno College, Northeast Missouri State University, and the University of Tennessee, Knoxville.

Office of Educational Research and Improvement, U.S. Department of Education. *Assessment in American Higher Education*. Washington, D.C.: U.S. Government Printing Office, 1986.

Five essays prepared for the National Conference on Assessment in Higher Education explore such issues as the growing interest in assessment, the purposes of assessment, techniques for assessing educational outcomes, and the costs of assessment.

APPENDICES

APPENDIX I

Sample Letter, Student Misconduct

(furnished by the OFFICE OF STUDENT CONDUCT)

(SAMPLE LETTER ONLY)

Mr. John Doe
Social Security #000-000-0000
209 Cason Road
Knoxville, Tennessee 37912

Dear Mr. Doe:

I am writing in order to notify you that I am assigning you a grade of "F" in (course number). In addition, I am forwarding this case to the Office of Student Conduct for appropriate disciplinary action against both you and Mr. Roe. I am doing this because you and a friend, Mr. Ed Roe, collaborated in cheating on the examination held Monday, November 1. As you and Mr. Roe admitted to my teaching assistant and me, you prepared answers in advance for each of several essay questions and then had Mr. Roe (who is not enrolled in the course) hand in the appropriate examination booklet at the end of the testing period.

Should you wish to appeal this action, let me call your attention to the procedures described in Hilltopics on page 17. I shall also be glad to discuss the situation with you further as will Professor _____, head of the _____ Department. You may also appeal within seven calendar days of receipt of this letter by notifying the Student Conduct Office, 409 Student Services Building. That office will help in arranging for a hearing and providing you with full information as to your rights.

I regret the need for such action on my part.

Sincerely,

_____ (name of professor here)

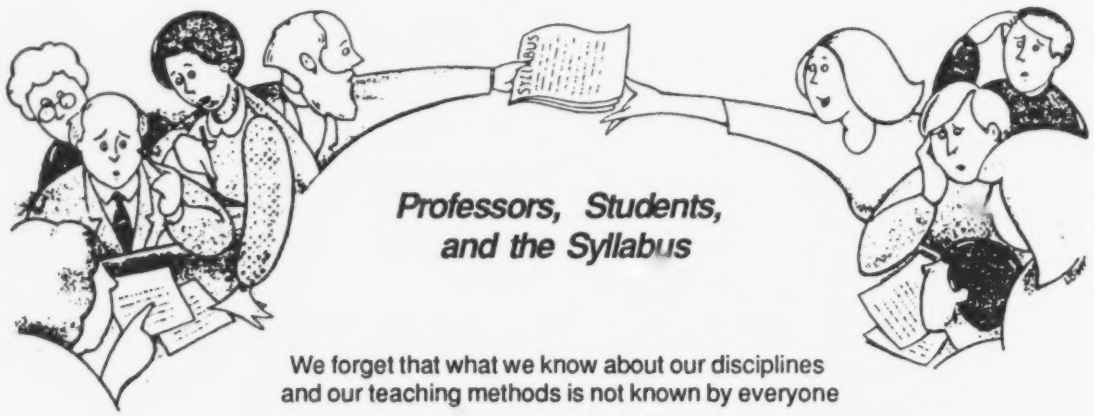
_____ (name of department head here)
Head, _____ Department

JRT/kyf
cc: Dean of Student Conduct
Dean of _____ (College in which course is housed)
Dean of _____ (College in which student is enrolled if different from one above)

APPENDIX II

The Syllabi

Point of View



Professors, Students, and the Syllabus

We forget that what we know about our disciplines and our teaching methods is not known by everyone

Illustration for the Chronicle by Lori Barr

FOR THE PAST TWO YEARS I've been sitting in on the meetings of a committee charged with approving courses for the University of Maryland's general-education program. Very often the committee members leave those meetings mystified and exasperated. It's not that the courses proposed are inadequate; it's just that the syllabi submitted with the proposals are so often virtually impossible to decode.

I've listened while a faculty member from a related discipline has tried to guess what a syllabus might possibly mean. I've seen carefully worded letters from the dean requesting clarification–and then looked on as the committee has tried to relate a three-page response to the original syllabus. The committee has even developed a new cover sheet for all proposals, which requests detailed information about objectives and asks for samples of test questions and paper assignments. Yet sufficiently informative syllabi are still so rare that when one appears it elicits audible sighs of relief around the conference table.

The syllabi our committee gets are not much different from the ones I've picked up at conferences or seen attached to grant proposals. In other words, I don't believe the problem is local or idiosyncratic; rather, it seems to be basic to the teaching endeavor. We keep forgetting that what we know–about our disciplines, about our goals, about our teaching methods–is not known (or agreed upon) by everyone. We seem to assume that our colleagues and our students will intuitively be able to reconstruct the creature we see in our mind's eye from the few bones we give them in the syllabus.

The worst syllabi seem to fall into one of two categories.

The "listers" merely specify which books or chapters will be read during which weeks, without a hint about the principles behind the selection. The most puzzling of this type assign chapters in the textbooks in an order considerably different from the order intended by the authors. At best, such modification gives students the impression that the teacher is improving on the original organization for some as yet unrevealed purpose: at worst, it gives students the idea that one structure is no less logical or coherent than another, and that all parts are interchangeable and equally valid.

The "scolders" give brief descriptions of content and lengthy sets of instructions detailing what will happen if a student comes in late or leaves early, hands in a paper after the deadline, misses an exam, fails to follow the rules for margins and double-spacing, does not participate in class discussion. The scolders often sound more like lawyers than professors. Undoubtedly the syllabus as legal document has evolved because so often students demand that their teachers provide a set of rules, probably to give the students something concrete to cling to as they struggle with the content of the course. If even sophisticated scholars fall into the trap of equating quantitative data with significance, it's not surprising that students mistake the rules for the meaning.

Here are some questions our committee often finds unanswered even in wonderful syllabi for wonderful courses:

- Why should a student want to take this course? How does it make a difference as part of the discipline? How does it fit into the general-education program?
- What are the objectives of the course? Where does it lead, intellectually and practically? Students should be able to find out what they will know by the end of the course, and also what they will be able to do better afterward than before. Is the purpose of the course to increase their problem-solving abilities, improve their communication skills, sharpen their understanding of moral ambiguities, allow them to translate knowledge from one context to another? Why are the objectives important, and how will different parts of the course help students accomplish those objectives?
- What are the prerequisites? Students should be given some idea about what they should already know and what skills they should already have before taking the course, so they can realistically assess their readiness. Will they be expected to know how to

Chronicle of Higher Education, 30(23), August 7, 1985. Used by permission.

compare and contrast, to analyze and synthesize, or will they be taught those skills during the course?

• Why do the parts of the course come in the order they do? Most syllabi note the order in which topics will be discussed, but make no attempt to explain the way the professor has chosen to organize the course. Sections of the syllabus are usually titled, but only infrequently are questions provided for students to help them put the reading assignments and homework into context.

• Will the course be primarily lectures, discussions, or group work? When a percentage of the grade is for "class participation," what does the professor expect from the students–regular attendance? questions? answers to questions? Will the students be given alternative ways to achieve success in the class, based on different learning styles?

• What is the purpose of the assignments? Students are frequently told how much an assignment will "count" and how many pages long it must be, but they are rarely given any idea about what it will demand of them or what the goal is. Will students be required to describe, discuss, analyze, provide evidence, criticize, defend, compare, apply? To what end? If students are expected to present a project before the class, are the criteria for an excellent presentation made clear?

• What will the tests test–memory? understanding? ability to synthesize? To present evidence logically? To apply knowledge in a new context?

• Why have the books been chosen? What is their relative importance in the course and in the discipline? Is the emphasis in the course on primary or secondary materials and why?

"Well," you may say, "the syllabus isn't the course–everything will be made clear as the semester progresses." Or, "I can't ask my overworked secretary to type a 12-page syllabus." Or, "Students are interested only in the numbers–of books, of pages to read, of written assignments, of questions on the exam." Or, "A syllabus with all that information is too static–it doesn't allow me the flexibility to be creative on the spur of the moment." Maybe those are relevant objections–and maybe they are excuses for badly thought-out, hurriedly patched-together efforts. Whatever the rationale, I believe that the inadequate syllabus is a symptom of a larger problem–the lack of communication between teachers and students.

Most of the latest reports on undergraduate education have in common the criticism that faculty members and students no longer seem to be connecting. Our students do not seem to be involved in learning, they say. We seem to have lost the ability to create a shared community of values; we have substituted diversity for coherence and cannot find our way back to integrating principles. However, these reports all seem to ignore a very real wish among students and faculty members to find a place of meeting.

In 1982-83, Lee Knefelkamp of the University of Maryland asked 217 faculty members at eight colleges what they worried about most the first day of class. Their three most common concerns were, "Will the students get involved?" "Will they like me?" "Will the class work well as a class?"

When 157 students at those institutions responded to the same question, their three most common concerns were, "Will I be able to do the work?" "Will I like the professor?" "Will I get along with my classmates?"

The notion of relationship between teachers and students and material to be learned is clear in the answers from both groups. However, when the faculty members were asked what they thought students worried about the first day of class, they responded, "Will I get a good grade?" "Will the work be hard?" "Will the class be interesting?" When the students were asked what they thought teachers worried about, they generally couldn't answer the question at all.

The survey showed that there was a real desire on the part of both students and teachers for connectedness, but neither group realized that the other shared that desire. If the participants on both sides don't understand how to develop their realtionship, learning will be diminished.

The syllabus is a small place to start bringing students and faculty members back together, of course, and its improvement is not the revolutionary gesture that curriculum reform seems to be. But if students could be persuaded that we are really interested in their understanding the material we offer, that we support their efforts to master it, and that we take their intellectual struggles seriously, they might respond by becoming more involved in our courses, by trying to live up to our expectations, and by appreciating our concern.

Then the real work of learning can begin.

Sharon Rubin is assistant dean for undergraduate studies at the University of Maryland.

APPENDIX II-1

Religious Studies 3120 – The Rise of Judaism

W. Lee Humphreys, Instructor
Office: 509 McClung Tower
Phone: 974-4493 or 974-2466
Hours: 2:30-3:15 MWF and by appointment

This course has several objectives:

A. As an upper level course in Religious Studies, this course is designed to facilitate a sustained engagement with early Jewish religious traditions (from the death of old Israel in 587 BCE to the Jewish revolt against Rome in 66-72 CE). Our attention will center on the primary literature of early Judaism, and our methods will be broadly historical and literary. We will attempt to assess how written texts can reveal the characteristics of a religious tradition and how a religious tradition takes distinct forms and develops through time. Through this study of material that stands at the roots of common era Judaism, Christianity, and Islam, a critical perspective can be gained on the traditions that inform our lives and culture.

B. Since this course is elected by many to fill general education requirements, it also serves wider goals. It is designed to provide exposure to a range of religious issues and answers that confront human beings and to develop an appreciation for the integrity of each. The opportunity will be provided for the development of critical and creative thinking skills and the imagination necessary to empathize with perspectives that are often "foreign." Development and practice of writing skills is provided by the take-home written exercises.

COURSE OUTLINE

Jan. 5: Introduction to the course.

Prologue

Jan. 7-10: 587 BCE – The Death of Israel and the Birth of Judaism.

Assignment: Psalm 137.
Lamentations.
Crisis and Story, pp. 161-169.

The Babylonian and Persian Periods

Jan. 12-19: The Prophets and a New Nation.

Assignment: Isaiah 40-55, 56-66.
Haggai, Zechariah 1-8.
Crisis and Story, pp. 173-195.

Jan. 21-28: Coming to Terms with Diaspora: Theological Issues.

Assignment: Job.
Proverbs 1-9.
Kohelet (Ecclesiastes).
Crisis and Story, pp. 196-211.

Jan. 31-Feb. 7: How Shall we Live?

Assignment: Genesis 1-11, 17; Exodus 19; Leviticus 17-26.
2 Chronicles 33-36.
Ezra and Nehemiah.
Esther.
Daniel 1-6.
Humphreys, pp. 212-231.

The Challenge of Hellenism

Feb. 9-14: Apocalyptic and Jewish Nationalism.

Assignment: 1 and 2 Maccabees.
Daniel 7-12.
Crisis and Story, pp. 235-249.

Feb. 16-18: The Essenes of Qumran.

Assignment: Neusner, pp. 1-66.
Crisis and Story, pp. 250-258.

Feb. 21-Mar. 4: Sectarian Judaism.

Assignment: Tobit; Judith.
Additions to Esther.
Ecclesiasticus 1, 24, 44-51.
Prayer of Azariah and the Song of the Three Young Men.
Susanna; Bel and the Dragon.
The Prayer of Manasseh.
Neusner, pp. 67-154.
Humphreys, pp. 259-277.

Epilogue

Mar. 7: Crisis and Canon.

Assignment: 2 Esdras.
Crisis and Story, pp. 278-293.

Mar. 9: No Class.

Mar. 14: Alternative Period.

Course Requirements

A. Attendance and Participation.

B. Readings as outlined. The required texts are:

a. The Bible. Any recent translation **with the Apocrypha** will do. (The so-called *Living Bible* and the *Readers Digest Bible* will not do.)

b. W. Lee Humphreys, *Crisis and Story.*

c. Jacob Neusner, *From Politics to Piety.*

C. Three take-home and open-book exercises set on the following schedule:

a. Given out in class Jan. 19; Due at class time Jan. 24.

b. Given out in class Feb. 9; Due at class time Feb. 14.

c. Given out in class Mar. 7; Due by Noon on Mar. 11.

Course grades will be determined by a "rough" average of the three exercise grades qualified by my assessment of your daily preparation and participation. The quality of your writing and analysis and argumentation will inform the grade assigned each exercise.

Incompletes (I) will be given only if there has been a prior consultation with me, and all Incompletes must be made up by the end of the following quarter.

APPENDIX II-2

MARKETING 3210
Marketing Systems
Spring 1983

Dr. Ernest R. Cadotte
307 Stokely Management Center
Office Phone: 974-5311
Office Hours: Tuesday–
10:30-12:00, 1:45-3:-00
and by appointment at
any time mutually convenient

INTRODUCTION:

The objectives of this course are:

1. To provide you with a better understanding of the nature of the complex interrelationships between and among firms which produce and distribute goods to satisfy industrial and consumer wants in the U.S. economy;

2. To better enable you to identify marketing channel-related problems and appropriate solutions to those problems for a business enterprise;

3. To prepare you to take advanced courses in marketing management; and

4. To prepare you to make channel related decisions which are common for entry level marketing managers as well as to progress up the management hierarchy in business enterprises.

The focus of the course is upon marketing channel system analysis and decision-making. The inputs, outputs, organizations and goals of marketing systems are examined.

Marketing channels (vertical marketing systems) are complex phenomena in our society. They affect and are affected by the economic, political, and social systems within which they operate. To achieve the stated objectives, it is necessary to define the scope of this course to include literature from the economics, political science, sociology, social psychology, regional science, cultural anthropology, and other related disciplines. Current local, national, and international problems related to the distribution of products makes the news media valuable sources of information for this course.

PREREQUISITES:

Marketing 3110 must have been completed. It is strongly advised that students also have completed Marketing 3120.

COURSE PHILOSOPHY:

Marketing 3210 is a required course for marketing and logistics majors. For all others it is an elective course. Your instructor assumes, therefore, that each student is enrolled in the course because s/he has an interest in the field of marketing channel systems design and management. For this reason, class attendance is recommended but not required.

Students are individually responsible for obtaining all class assignments, handouts, etc. No materials will be made available at any time other than the class meeting whey they are distributed. Similarly, all students are expected to plan their activities to allow them to complete all announced course requirements on time.

Make-up exams will not be given and late papers and other assignments will not be accepted unless the student receives permission from the instructor at least 24 hours prior to the time that the exam is given orthe assignment

is due. Approval for such special privileges will be granted when events totally beyond the student's control and discretion make it absolutely impossible to take an exam or submit an assignment at the scheduled time.

TEXT:

One text is required for this course: Louis W. Stern and Adel El-Ansary, *Marketing Channels*, Second Edition (Prentice-Hall, 1982). *Marketing Mistakes*, Second Edition, by Louis Hartley (Grid, 1981) and *Anti-Trust in Theory and Practice* by Russell G. Warren (Grid, 1975) are recommended sources for additional information and have been placed on reserve or are available in the bookstore.

ASSIGNMENT SCHEDULE:

The course discussion and reading assignment schedule is attached. Your instructor will strive to adhere to that schedule as much as possible; however, as student interest dictates, some topics will be expanded and others contracted. Exam dates are fairly rigid, however. If a change is required for the date of an exam, the change will be announced five days prior to the new date so that you may adjust your plans accordingly.

GRADING POLICY:

Your grade in this course will be determined by your performance in two areas: examinations and case analysis. Two examinations will be administered. These will be 75-minute exams consisting of multiple-choice questions. Both an individual and a group case will be assigned. For the group case, teams of five to seven students each will be assigned to compete in a live channel simulation. A written report describing and analyzing the team's channel strategy, tactics and performance will be required of each student team. An individual case will be assigned for October 18. (All case write-ups must be typewritten and be in accordance with generally accepted rules of grammar, referencing, organization and style.)

Your grade will be determined by the following:

First exam	50 points
Second exam	50 points
Simulation Analyses	35 points
Simulation Performance	15 points
	150 points

DATE	TOPIC	ASSIGNMENT
Sept. 22 (R)	Introduction and Channel Structure & Institutional Changes	1
Sept. 27 (T)	Channels of Distribution as Systems	
Sept. 29 (R)	Retailing: Structure, Competition, and Management	2
Oct. 4 (T)	Retailing	Hartley 2,4,7,8,13
Oct. 6 (R)	OPEN	
Oct. 11 (T)	Wholesaling: Structure, Competition, and Management	3
Oct. 13 (R)	OPEN	Hartley 6

DATE	TOPIC	ASSIGNMENT
Oct. 18 (T)	Assessing System Performance Channel Simulation	11 6:30-9:30 p.m. Ball Room University Center
Oct. 20 (R)	OPEN	
Oct. 25 (T)	Interorganizational Management	6
Oct. 27 (R)	MID-TERM EXAM	
Nov. 1 (T)	Background and Framework for Anti-Trust Channel Simulation	8, Warren (R) 6:30-9:30 p.m. Ball Room University Center
Nov. 3 (R)	OPEN	
Nov. 8 (T)	Anti-Trust, Continued Channel Simulation	6:30-9:30 p.m. Ball Room University Center
Nov. 10 (R)	OPEN	
Nov. 15 (T)	Marketing Channel Organization and Design	5
Nov. 17 (R)	OPEN	
Nov. 22 (T)	Vertical Marketing Systems	
Nov. 24 (R)	THANKSGIVING HOLIDAY	
Nov. 29 (T)	Channel Management by Channel Participants	9
Dec. 1 (R)	Channel Communication and Information Systems	10
Dec. 6 (T)	FINAL EXAM (12:10-1:50)	

Appendix II-3

COURSE:	BIOCHEMISTRY 4110
INSTRUCTOR:	JOHN KOONTZ
	Office: F 435 in Walters Life Science Building Office Hours: MWF 11:00 - 12:00
T.A.:	JEROME CONNOR AND BILL HEARL
TEXT:	BIOCHEMISTRY - LUBERT STRYER, 2ND. ED.

Dates	Topics
Jan. 6 9 11	P. 123-130 and appendix to Ch. 2: non-covalent bonds in biochemistry and properties of water – acids, bases, and pH
13 16	Chapter 1&2 – molecules in biochemistry including amino acids, peptide bonds, peptides, proteins, protein identification and purification, and protein conformation
18	Chapter 9 – Connective tissue protein
20	EXAM #1
23 25 27 30	Chapters 3-5 including proteins that serve as carriers (myoglobin and hemoglobin – analysis of binding – cooperativity)
Feb. 1 3	Chapter 6 - Introduction to enzymes; enzyme kinetics
6	EXAM #2
8 10 13	Chapter 7 & 8 – Mechanism of enzyme action: lysozyme, carboxypeptidease, zymogen activation (chymotrypsin)
15 17 20	Chapter 10, Introduction to biological membranes
22	EXAM #3
24	Chapter 11, Basic concepts of metabolism
27	Chapter 12, Glycolysis
29	Chapters 13, 14, 15, 16

Mar. 2	Citric acid cycle, oxidative phosphorylation,
5	glyconeogenesis, pentose phosphate shunt,
7	glycogen synthesis and breakdown
9	
14	7:50 - 9:30 LAST EXAM

You can drop any one of the first three exams, although you don't have to drop any of them. There are no excuses for missing an exam. If you have to miss an exam, then that is the one you will drop. The last exam is given at the time scheduled during the alternative period. However, it is not a comprehensive exam covering material from the whole quarter but will only cover from Chapter 11 on.

APPENDIX III

Sample Take-Home Exam

INSTRUCTIONS FOR TAKE-HOME EXAM FOR P&C 524 (Mid-Term Spring 1982)

1. Look over the assigned material. Skim all the written material and note all photographs and other visuals.

2. Make a note of the bibliographic information: TITLE, AUTHOR (if noted), PUBLISHER, DATE, NUMBER OF PAGES, NUMBER OF PHOTOGRAPHS, ETC.

3. Read the significant written portion of the publication, making notes about the content and your reaction. Make notes about the less significant written material and how you arrived at the degree of significance of various portions.

4. Look at all the images and make notes about them. Note the photographer, the technical information, the subject matter, the treatment, and your personal reactions.

5. Select specific written material (if available) for special critical analysis. Make notes.

6. Select one or more photographs for detailed analysis. Make notes.

7. ORGANIZE YOUR NOTES AND PREPARE TO WRITE YOUR REVIEW. PLEASE TYPE!

   A. Prepare a cover sheet using the sample form supplied.

   B. Summarize the contents of the publication in 1/2 to 1/3 of a page, noting the contents (articles & images), authors, and photographers.

   C. Describe the stated or apparent purpose and goals of the publication both in general and in this specific issue (1/2 - 1/3 page).

   D. Write an evaluation of the publication in general (1/2 page).

   E. Write an evaluation of a specific portion or one article in the publication (1/2 page).

   F. Write an evaluation of the photographs, selecting one or more specific images for careful analysis (1/2 page or more).

   G. Write your **personal reaction** to both the publication in general and specific portions (photographs, articles, etc.). This is the important part of your paper. When you can, provide reasons for your comments and opinions. Please do not be vague and general in your comments. Cite specific examples of what you say.

   H. As an OPTIONAL final paragraph, you may write your personal and general reaction to this assignment and the relevance of the publication to your personal interests.

NOTE: When writing opinion and critical response, it is important to be specific and cite examples. Vague generalities are not helpful and do not communicate well. Whenever possible, back up your opinions with specific reasons. You may cite authorities and other sources to reinforce your ideas and opinions.

Your complete paper should be 3-5 pages, plus cover. USE A FOLDER OR AN ENVELOPE.

SAMPLE COVER SHEET FOR MIDTERM EXAM

A

Review

of

From Politics to Piety

by

Jacob Neusner

Submitted in

partial fulfillment

of the requirements

for RS-3230

by

Jane Smith

Spring Term
1987

Dept. of Religious Studies
The University of Tennessee, Knoxville

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APPENDIX IV

Tips for Writing Test Items

APPENDIX IV-1

TIPS FOR WRITING TRUE-FALSE TEST ITEMS

(From UTK's Committee on Testing & Grading)

1. **Avoid the use of sentences which have been lifted verbatim from textbooks or class lecture.**

   A sentence from the text, taken alone and out of context, is usually not important and worthy of testing. Even when such a sentence is important, it is best to modify the wording or present an application to defeat the rote learner who can identify a sequence of words without understanding what the words mean:

   Original: The standard deviation is equal to the square root of the variance.

   Improved: If the variance of a set of numbers is equal to 16, the standard deviation will be equal to 4.

2. **Do not create false statements from true ones by simply inserting the word "not."**

   False items should be written such that they appear plausible to someone who has not studied the area being tested. Statements with "not" thrown in rarely sound plausible.

   Original: U.S. Senators are not elected for a six-year term of office.

   Improved: U.S. Senators are elected for a two-year term of office.

3. **Avoid the use of vague quantitative terms such as "frequently," "to a considerable degree," "greatly."**

   Such terms mean different things to different people. It is better to substitute a precise number for any such terms which are open to interpretation.

   Original: There have been several Democratic Presidents of the United States since World War I.

   Improved: There have been six Democratic Presidents of the United States since World War I.

4. **Refrain from writing a statement which contains multiple ideas, only one of which is false.**

   Sometimes an instructor will include a number of true thoughts in a statement so as to conceal the critical part which makes the statement false. This practice is rarely justified; if it is employed, students should be warned. (If it is necessary to include explanatory or qualifying elements in the statement, indicate clearly which part should be judged true or false.)

   Original: If two forms of a test are administered to each of several examinees, the correlation between the two sets of scores is interpreted as a reliability coefficient and technically referred to as the "coefficient of stability."

   Improved: Two forms of a test are needed to compute a "coefficient of stability."

5. **Avoid "specific determiners" in false statements.**

Specific determiners are words such as "all," "always," "none," "never," "no." The unprepared student is likely to guess that statements containing such terms are false–thereby appearing knowledgeable if the statement actually is false.

Original: When based on the same set of data, the standard deviation is always smaller than the variance.

Improved: If the variance for a set of data turns out equal to some decimal value, the standard deviation for these data will be an even smaller number.

6. **Avoid "qualifiers" in true statements.**

Qualifiers are words such as "some," "sometimes," and "may." The unprepared student is likely to guess that statements containing such terms are true–and thus appear knowledgeable if the statement really is true.

Original: For some distributions of scores, the median is considered a better index of the "average" score than is the mean.

Improved: For highly skewed distributions, the median is considered a better index of the "average" score than is the mean.

7. **Be careful of statements dealing with numerical limits.**

If you wish to use a false statement to determine whether students know the upper and lower limits associated with some concept, make sure that the statement clearly indicates that the focus is to be on the accuracy of the numerical limits provided.

Original: Correlation coefficients can assume values anywhere between 0 and +1.00.

Improved: Correlation coefficients must lie somewhere on a continuum that extends from 0 to +1.00.

8. **Pay attention to the length of your statements.**

Many people who make up T-F items unconsciously write true statements which are longer than false statements. Either all of the statements should be of approximately the same length, or there should be short and long statements that are both true and false.

9. **Use IBM answer sheets or have the examinee circle a "T" or "F."**

Some students write in such a way that their T's and F's are indistinguishable. With a few, it is extremely difficult to distinguish the handwritten words "true" and "false." To avoid confusion over what the student's response really is, have the student circle "T" or "F," or request that the student underline the word "true" or "false," or use the IBM answer sheet wherein the student darkens a circle.

10. **Make about fifty percent of the items false.**

When students encounter a statement and have to guess, they tend to guess true. This phenomenon has been termed the "acquiescent response set." To prevent this response set from helping the unprepared student earn a high score, make certain that at least fifty percent of your items are false statements. It is permissable to have a few more false than true statements, but it is probably unwise to go above sixty percent.

APPENDIX IV-2

TIPS FOR WRITING MULTIPLE-CHOICE ITEMS

Three technical terms are used at times within this "TIPS" document. The term "stem" refers to the portion of a M-C item which precedes the available answers. Each of the available answers is called a "response alternative." And the wrong answers, among the response alternatives, are called "distractors."

1. **The stem should clearly formulate a problem.**

   To see whether you have set up your M-C item correctly, cover the response alternatives and look at the stem by itself. It should be complete enough to serve as a short-answer item.

   Original: South America
   a) is a flat, arid country.
   b) imports coffee from the United States.
   c) has a larger population than the United States.
   d) was settled mainly by colonists from Spain.

   Improved: Most of South America was settled by colonists from
   a) England.
   b) France.
   c) Holland.
   d) Spain.

2. **Include as much of the item as possible in the stem.**

   Original: Which is the best definition for a vein?
   a) A blood vessel carrying blood going to the heart.
   b) A blood vessel carrying blue blood.
   c) A blood vessel carrying impure blood.
   d) A blood vessel carrying blood from one heart chamber to a different heart chamber.

   Improved: A vein is a blood vessel carrying
   a) blood going to the heart.
   b) blue blood.
   c) impure blood.
   d) blood from one heart chamber to a different heart chamber.

3. **Use the negative format in the stem sparingly; if it is used, the negative word or phrase should be underlined or capitalized (or both).**

   It is relatively easy to construct items which require the examinee to pick an answer that is (a) *not* true or characteristic, (b) the *exception* to some rule, or (c) *in*frequent in occurrence. However, such items tend to be confusing, and in many instances a competent examinee will miss the item because he/she did not perceive the negative thrust of the stem.

4. **Beware of unintentional grammatical clues**

   Make certain that all response alternatives are fully correct in terms of the internal grammatical structure of the item. Common errors involve (a) the use of "a" or "an" at the end of an incomplete-sentence stem, and (b) verb tense. Consider this item:

The part of speech that tells "how," "when," or "where" is an
a) noun
b) pronoun
c) adverb
d) conjunction
e) verb

It could be improved by changing the last word in the stem to "a(n)" or by ending the stem with the word "is" and putting either "a" or "an" at the beginning of each response alternative.

5. **Do not attempt to teach examinees something new in the stem.**

The primary purpose of a test is to measure student achievement. While much learning may occur during the process of taking a test, deliberate inclusion of instructional materials is not a good policy to follow. It is, of course, perfectly all right to describe novel situations and then ask examinees to apply their previously acquired skills when selecting a response alternative. But you should not attempt to provide new skills or insights during the test. Simply stated, teaching should precede testing.

6. **If an incomplete sentence is used in the stem instead of a direct question, place the incomplete part at the end rather than the beginning of the stem.**

Original: _____ is the meaning of the term "embargo."
a) A kind of boat
b) An embankment
c) A foolish adventure
d) A law or regulation

Improved: An embargo is
a) a kind of boat
b) an embankment
c) a foolish adventure
d) a law or regulation

7. **Get to the main point as quickly as possible in the stem.**

Since time is a precious commodity during a testing session, one should avoid couching the main point of an item within an unnecessary "story." Scores on the entire test will be more reliable and valid if students spend time anwering additional items rather than reading the type of "window dressing" that appears in this item:

While ironing her new dress, Jane burned her hand accidentally on the hot iron.
This was due to a transfer of heat by
a) absorption
b) conduction
c) convection
d) radiation

8. **Be careful when using one pair of "opposites" as two of the response alternatives.**

When two of the response alternatives constitute a pair of "opposites," many naive examinees will guess between these two options (believing that both cannot be wrong). For this reason, you should (a) make certain that the correct answer is not found within the pair of opposites, or (b) eliminate one of the responses that comprise the pair, or (c) include two pair of opposites among the response alternatives.

Original: To increase the reliability of a multiple-choice test, one could
a) increase the number of items.
b) decrease the number of items.
c) give 2 points credit (rather than 1 point) for each correct answer.
d) print just one test item on each page of the test booklet.

Improved: To increase the reliability of a multiple-choice test, one could
a) increase the number of items.
b) give 2 points credit (rather than 1 point) for each correct answer.
c) print just one test item on each page of the test booklet.
d) make sure that the test contains an even number of items.

9. **Avoid using "all of the above" or "none of the above" as response alternatives.**

These response alternatives are usually thrown in after the test constructor encounters difficulty developing a third (or fourth) distractor. Test authorities advise against using "all of the above" as a correct answer because it will often be selected by examinees who can correctly evaluate some, but not all, of the other response alternatives. It is a poor distractor because examinees can eliminate it as soon as they rule out any of the other possible answers. The use of "none of the above" is defensible **only** when a clearly correct answer has been left out (for example, in items where the other answers present correct spellings of a word or numerical answer). It is not recommended (a) as the correct answer in items where the response alternatives vary in their degree of "correctness" or (b) as a distractor.

10. **Do not put "two of the above" (if it is the right answer) as the final response alternative.**

If "two of the above" is the correct answer, it means that two of the initial response alternatives, if considered in isolation of the other response alternatives, constitute correct answers to the problem presented in the stem or correct ways to complete the stem's incomplete sentence. When a competent examinee comes to the first of these two "correct" answers, he/she may stop reading and mark the answer sheet without ever noticing the other "correct" answer or the truly correct response: "two of the above." To help ensure that the well-prepared student **does** earn credit for such an item, substitute "two of the below" for "two of the above" (and, of course, put it as the first response option). By so doing, each examinee will be alerted to the possibility that **two** of the remaining responses may seem correct.

11. **Do not present response alternatives in "tandem" fashion.**

Instead of stringing the response alternatives out from left-to-right across the page (a "tandem" arrangement), present them in a column beneath the stem.

Original: If the standard deviation is equal to 4, the variance will be equal to
a) .4 b) 2 c) 4 d) 16 e) 40

Improved: If the standard deviation is equal to 4, the variance will be equal to
a) .4
b) 2
c) 4
d) 16
e) 40

12. **If you wish, vary the number of response alternatives.**

There is no law that says you must have four (or five) response alternatives for each and every item in your test. Feel free to have a varying number of response alternatives, and refrain from including silly or implausible distractors (or "all of the above" or "none of the above") simply to maintain the same number of response alternatives across all items.

13. **Don't allow the correct answer to "stand out" because of its length.**

Many test constructors have the tendency to make the correct answer longer than the distractors. This is because qualification, in many instances, needs to be inserted in the correct answer to make it correct. However, if an ill-prepared student notices this characteristic in a few items where he/she knows the right answer, that student will be able to select the correct answer to other items without understanding what the stem and response alternatives say. For this reason, the correct answers should not be consistently longer (or consistently shorter) than the distractors.

14. **Be careful in the use of response alternatives specifying numerical limits.**

Consider the following item:

Correlation coefficients can assume values anywhere between
a) 0 and +1.
b) 0 and -1.
c) +1 and -1.
d) +10 and -10.

While the correct answer on the teacher's key is "c," in reality any of the first three response alternatives can be defended as being correct. To improve this item, either the stem should be revised so as to ask specifically for the upper and lower limits or the distractors should be revised such that none of them specifies a segment of the true range.

15. **Arrange the response alternatives in a logical order, if one exists.**

If the response options are numerical values, arrange them from smallest to largest (or vice versa). If the response options are single words or names, arrange them alphabetically.

16. **If your response alternatives are numbers, use letters to label the various choices.**

Original: To obtain a "coefficient of stability," how many forms of a test must one utilize?
1) 0
2) 1
3) 2
4) 3

Improved: To obtain a "coefficient of stability," how many forms of a test must one utilize?
a) 0
b) 1
c) 2
d) 3

Of course, the same labelling system for response alternatives should be used for all items in the test. Note: Even if you're using pre-printed answer sheets that have the answer positions labelled with numbers, you should still use letters as labels in the test if your response alternatives in some or all items are numerical. It is much easier for students to transfer their choice of answer "b" to the answer sheet position of 2 than it is for them to end up with 1 as their answer, find it in position 2, and then mark 2 on the answer sheet.)

17. **A pattern of correct answers should be avoided.**

Many test constructors want their examinees to consider and reject most or all of the distractors before they encounter the correct answer. Hence, they systematically put the correct answer at or near the end of the list of response alternatives. A few instructors tend to put the correct answer early in the list. And some vary the placement of the correct answer across items according to some simple pattern such as

*abcdabcd....*Test authorities argue against using any of these plans. Instead, the experts recommend distributing the correct answers in a random fashion across the response positions, with no one position being overly weighted (or under weighted) in terms of its "affiliation" with correct answers.

18. **All distractors should seem attractive to the ill-prepared examinee.**

Creating good distractors is a difficult task. Nonetheless, poor distractors simply take up time and space without serving any function. Usually, distractors are superior if they, along with the correct answer, constitute a homogeneous set of ideas.

Original: To what did the title of the Broadway musical *Top Banana* refer?
a) The annual contest for the best looking banana.
b) The superior quality of the bananas which grocers use to cover up others of inferior quality.
c) A new yellow toy which spins around on the ground.
d) The leading comedian in a burlesque theater.

Improved: To what did the title of the Broadway musical *Top Banana* refer?
a) The dictator of a Central American country.
b) The warden of a penitentiary.
c) The president of a large fruit company.
d) The leading comedian in a burlesque theater.

Do not include funny distractors for the purpose of entertaining your students or relieving their test anxiety. Most students consider their test to be a very serious matter, and you do not want to give the impression that you consider it lightly. Tell your jokes somewhere else.

19. **Do not ask for the examinee's opinion.**

Original: In your opinion, which of the following reliability procedures should high school teachers be encouraged to use in evaluating their classroom tests?
a) test-retest
b) parallel-forms
c) split-half
d) Kuder-Richardson #20

Improved: Considering the criteria of "practicality" and "simplicity," which of the following reliability procedures should high school teachers be advised to use in evaluating their classroom tests?
a) test-retest
b) parallel-forms
c) split-half
d) Kuder-Richardson #20

APPENDIX IV-3

TIPS FOR WRITING COMPLETION ITEMS

1. **There should be only one correct response for each item's blank.**

This is probably one of the most difficult rules to follow in the entire field of testing. Even though you may think that the item is stated such that only one response is correct, examinees often have the ability to produce other responses which are equally correct. And how can you fail to give credit to someone who has responded correctly?

Original: The capital city of Indiana is _____.

Although the test constructor felt as if the response "Indianapolis" was obvious to anyone who studied the related material, several other responses can be provided to complete the sentence and make sense (e.g., "cold," "large," "run by crooks," "located northwest of Lexington, Ky.").

Improved: The name of Indiana's capital city is _____.

The revised item is still subject to possible misinterpretation (e.g., "long"), but it is far better than the original. An even better version of this item would read:

The capital of Indiana is the city of _____.

2. **Blanks should be positioned at or near the end of the sentence.**

The blank at the end of the sentence allows the examinee to identify the implied question before the omitted word is revealed.

Original: _____ is the symbol used to denote a Pearson product-moment correlation coefficient.

Improved: Pearson's product-moment correlation coefficient is symbolized by _____.

3. **Do not put too many blanks in any one item.**

It is best to write completion items such that they contain either one blank or a series of related blanks. With too many blanks, the item becomes a guessing game for even the well prepared student.

Original: The _____ is obtained by dividing the _____ by the _____.

Here, the intended answers were "quotient," "dividend," and "divisor." However, a variety of other responses (e.g., "ratio IQ," "mental age," "chronological age") would also be correct because the inclusion of too many blanks leaves the task undefined.

Improved: After dividing the dividend by the divisor, we obtain an answer which is *technically* called the _____.

Occasionally, it is permissible to write completion items containing more than one blank. For example, the following items are acceptable despite multiple blanks.

Pearson product-moment correlation coefficients can assume numerical values anywhere between _____ and _____.

If we divide 6 by 2, the answer (3) is technically called the "quotient," the first number (6) is technically called the _____, and the second number is technically called the _____.

4. **Do not give clues as to the correct answer through the length of the blank.**

If all of the blanks are to be filled in with words or phrases, keep all of the blanks in all of the items uniform in length. The only exception to this rule occurs when the answer asked for is a number or symbol; here, a shorter blank is appropriate.

bad: The capital of Indiana is the city of _ _ _ _ _ _ _ _ _ _.(12)

5. **Omit only important parts of sentences.**

Unless the blanks deal with the **key** ideas in the statement, the test question quickly becomes trivial and loses its ability to measure anything beyond rote memory, ESP, or luck.

Original: The _____ of inertia states that a body at rest tends to remain at rest while a body in motion tends to remain in motion.

The intended answer is "law." However, that is not the key concept in the statement. Rather, the critical portion of this item is inertia and what it means. Either the item should be rewritten so as to put the blank between the words "of" and "states," or the entire item should be rephrased as a short-answer item ("In one sentence, explain what the law of inertia means.").

6. **Do not give grammatical clues as to the right answer.**

If grammatical clues are unintentionally included in completion items, "test-wise" examinees may be able to answer questions correctly to a greater extent than other examinees who are equally competent with respect to the material being tested.

Original: An engine which uses explosive gas as its energy source is called an _____ engine.

Improved: An engine which uses explosive gas as its energy source is called a(n) _____ engine.

7. **In computational problems, specify the degree of precision expected, units of measurement, etc.**

To facilitate scoring and ensure fairness, you must indicate what unit is to be used when the answer requires a reporting of the answer in units. An examinee's response of "28 inches" is not wrong even though your scoring key says "2 feet 4 inches"–unless directions clearly indicate that the answer is to be in feet and inches. When appropriate, specify whether the answer is to be reported in terms of a proportion or a percentage, a fraction or a decimal. And be sure to indicate how many decimal places should be in the answer.

Original: The numerical value of pi is _____.

Improved: Taken to two decimal places, the decimal equivalent of pi is _____.

Original: If three people have heights of 5 feet, 6 feet, and 7 feet, the variance of their heights is equal to _____.

Improved: If three people have heights of 5 feet, 6 feet, and 7 feet, the variance of their heights (in "feet" unit taken to 2 decimal places) is equal to _____.

8. **Avoid lifting statements verbatim from textbooks or other sources and then omitting a word or phrase.**

The use of verbatim statements often makes the resulting items ambiguous. For example, the original version of the following item is taken with the word "Congress" being deleted to create a completion item:

Original: The power to declare war is vested in _____.

Improved: In the United States, the power to declare war is vested in _____.

Since the test covered aspects of the governments of several countries other than our own, examinees were understandably confused by the original version of the item. Although the test constructor may well know the context from which such statement has been gleaned, examinees should not be expected to know or guess at the correct answer.

9. **Do not give hints designed to help the examinee.**

On occasion, test constructors attempt to assist examinees think of the correct answer by providing hints of one sort or another. Sometimes the length of the blank line is varied to coincide with the length of the desired answer (a violation of rule #4). Once in a while, the first letter of each desired word is given, as in this actual item from a geography test:

The most important seaport on the eastern seaboard of the U.S. is located in the state of N_____ Y_____.

Although the provision of such hints may help to establish instructor/student rapport or make tests less anxiety provoking or raise the distribution of scores, they are not recommended if the test is being given to assess student knowledge and understanding. With respect to the previous geography item, there is only one state that has two words beginning with the letters "N" and "Y." Thus, a student can be ignorant of the fact that New York has a shoreline and still get this item right.

10. **Allow sufficient space for answers.**

We have all had the frustrating experience of filling out a form wherein we are given one half-inch line to write out our entire address! Don't add to your examinees' test anxiety by doing the same thing to them. Since all blanks should be equally long (see Rule #4), let the length of the longest desired answer dictate how long the blanks will be.

11. **Anticipate the task of scoring the test.**

To minimize the time it takes to score a test made up of completion items, it is advantageous to put blanks inside the test statements at the appropriate places–and then put a second set of blanks arranged in a column down the left or right margin of the test booklet or an answer sheet. Of course, the direction should clearly instruct the examinees as to where their responses are to be written. By having examinees put their answers in either of the two places mentioned, the scoring task could be completed more rapidly–and with fewer errors. When told to put their answers in the blanks found within the test's statements, many examinees probably end up receiving credit for items they answer incorrectly, simply because the scorer has difficulty matching up examinee response with the key.

12. **Be careful to specify that you want upper and lower limits, if that's what you want.**

Consider the following item:

Correlation coefficients can assume numerical values anywhere between _____ and _____.

Although the intended answers were +1.00 and -1.00 (or vice versa) a response of "0 and +1.00" is not really wrong. To make this particular item clear, the words "the limits of" should be inserted following the word "between."

APPENDIX V

Samples of Course/Teacher Evaluation Forms

SRI-2 (Computer Form–Used with classes having 25 or more students)

RESPONSE OPTIONS: DO NOT ANSWER ITEMS THAT DO NOT APPLY.

Evaluate how this particular class/instructor did in any of the following aspects which apply by selecting the **one** response (1 through 5) which comes closest to your judgment, using the following scale:

1. **Exceptional** or outstanding
2. **Good**
3. **Average**, what I would normally expect
4. **Weak**
5. **Poor**, improvement definitely needed

DO NOT MARK ON THIS FORM

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1. Instructor's illustration of significance of the subject matter.
2. Topics covered in the course (Mark 1– too many, through 5 –too few).
3. Instructor's enthusiasm about the course content.
4. Maintenance of proper balance in required mastery of broad concepts, simple facts, and applied problems.
5. Instructor's preparedness for each and every class period.
6. Organization and clarity of course requirements.
7. Class time put to fullest use and not wasted.
8. Instructor's overall course objectives clearly stated and understood.
9. Ability of instructor to stimulate students to learn.
10. Ability of instructor to bring across course material to aid retention.
11. Realistic balance between class time devoted to lecturing and class time devoted to class participation and discussion.
12. Receptiveness of instructor to student feed-back in class (adjustment of pace, changing approach, repeating unclear material, etc.).
13. Either adequately answered student's questions in class or found ways to help students answer their own questions.
14. Concern the instructor shows for the individual student.
15. Ability of instructor to generate interest through his/her style of presentation.
16. Content of text and reading materials.
17. Interest of text and reading materials.

18. Amount of work required outside the classroom (Mark 1–too much, through 5–too little).

19. Pertinence and value of written assignments for understanding the course topics.

20. Degree to which tests gave balanced coverage to major topics.

21. Clearness of test questions.

22. Fairness in grading.

23. Hardness in grading (Mark 1–too easy, through 5–too hard).

24. Availability of instructor for help outside of class.

25. Overall value of this course to me.

26. Overall effectiveness of the instructor.

27. Rate your attitude toward this class before the first class.

28. Rate your attitude toward this class now.

How much progress did you make in the following areas that was a result of your exposure to this course and this instructor, using the following scale:

1 – a lot
2 – some
3 – none

29. Gaining factual knowledge (terminology, classifications, methods, trends).

30. Learning fundamental principles, generalizations, or theories.

31. Learning to apply objectively course material for problem-solving and decision making.

32. Learning specific skills and attitudes used by professionals in the field most closely related to this course.

33. Developing creative capacities.

34. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.).

35. Developing skill in expressing myself through oral or written communication.

36. Developing a sense of personal responsibility and discovering the implications of the course for my self-understanding.

If your instructor has extra questions, answer them on the same answer sheet.

Your comments on how the instructor might improve this course or his/her teaching are invited; use the space provided on the answer sheet.

DID YOU CODE IN YOUR SECTION NUMBER?

FORM LRC 1 – Student Reaction to Instruction

Course _____ Instructor's Name _____

Directions: In the blanks to the left of each statement, place a check in the space under the number which best reflects your reaction. **See the scale at the right.**

1 – To a high degree
2 – Adequately
3 – Needs Improvement

ORGANIZATION

1	2	3	
___	___	___	1. Students knew at the beginning of the course what all of the requirements would be.
___	___	___	2. Both the daily and long range assignments were clear in terms of what the instructor expected.
___	___	___	3. Assignments and projects were both meaningful and reasonable in terms of the course objective.
___	___	___	4. Adequate time was allowed for students to complete the assignments and projects.

COURSE CONTENT

1	2	3	
___	___	___	1. The objectives of the course were clear from the beginning of the course.
___	___	___	2. The instructor manifested competency to handle the subject; he/she appeared knowledgeable.
___	___	___	3. The content of the course warranted its constituting a separate course; no serious over-lapping other courses.
___	___	___	4. Concepts and attitudes, as well as skills were emphasized rather than facts alone.
___	___	___	5. There was opportunity for students to pursue their own special interests within the framework of the course.

PROCEDURES, METHODS

1	2	3	
___	___	___	1. The instructor's lectures seemed well-prepared and stimulating.
___	___	___	2. The selection of test(s) and other materials were appropriate in terms of the course objectives.
___	___	___	3. Adequate use was made of the test(s) and related materials required of all students.
___	___	___	4. The instructor appeared interested in the particular needs and interests of individual students.
___	___	___	5. There was ample opportunity for student participation in class discussions; questions were answered.

EVALUATION

1	2	3	
___	___	___	1. Tests reflected the objectives of the course.
___	___	___	2. Evaluation was based on a variety of items, not tests alone.
___	___	___	3. The instructor's bases for evaluation were made clear at the beginning of the course.
___	___	___	4. It appeared that the instructor adhered to the announced bases for evaluation of students' work.

ADDITIONAL COMMENTS: (Use reverse side if necessary)

FORM LRC 2 – Student Reaction to Instruction

Course _____ Instructor's Name _____

Directions: Check the appropriate reaction or supply your own in the space provided.

1.	As indicated by class lectures, the instructor's knowledge of his/her field seemed to be:	a. excellent b. satisfactory c. inadequate d. _____	( ) ( ) ( )
2.	His/her presentation was:	a. stimulating b. interesting c. dull d. _____	( ) ( ) ( )
		a. generally logical & clear b. varied c. generally illogical and unclear d. _____	( ) ( ) ( )
3.	By his/her actions, the instructor's interest in teaching seemed to be:	a. definitely interested b. somewhat interested c. interested at times d. possibly disinterested e. definitely disinterested f. _____	( ) ( ) ( ) ( ) ( )
4.	How did you feel when asking assistance or engaging in discussion with the instructor outside of class?	a. encouraged & welcome b. only slightly welcome c. tolerated d. unwanted & unwelcome e. _____	( ) ( ) ( ) ( )
5.	Do you believe your grade was an accurate index of your actual performance in this course?	a. yes b. somewhat c. no d. _____	( ) ( ) ( ) ( )
6.	From your experience, the instructor grades:	a. very strictly b. harder than most c. about average d. easier than most e. very leniently f. _____	( ) ( ) ( ) ( ) ( )
7.	Your overall evaluation of the instructor is that he/she was:	a. outstanding b. superior c. average d. weak e. very poor f. _____	( ) ( ) ( ) ( ) ( )
8.	The material covered in this course was:	a. very interesting b. somewhat interesting c. uninteresting d. _____	( ) ( ) ( )

9. The text and outside reading(s) were:

a. valuable and informative ( )
b. of partial value ( )
c. average ( )
d. irrelevant and useless ( )
e. _____

10. Student discussion is used:

a. excessively ( )
b. extensively but appropriately ( )
c. occasionally ( )
d. seldom ( )
e. _____

11. For my total educational program, I consider this course

a. a valuable experience ( )
b. of partial value ( )
c. necesary but uninteresting ( )
d. a complete waste of time ( )
e. _____

12. Would you recommend this course as an elective for other students?

Yes ( )
Perhaps ( )
No ( )

FORM LRC 3 – Student Reaction to Instruction

Course _____ Instructor's Name _____

A. How does the level of instruction compare with your background and ability for this course?

B. Did you get as much out of this course as you had anticipated? Explain in detail.

C. What single aspect of this course did you like the most? Dislike the most?

D. Do you think the lecture–discussion balance was satisfactory? Were you satisfied with the handling of classroom discussion?

E. Give your comments on the lectures, textbooks, and examinations.

F. Were you able to do all the required work? If not, why not?

G. What changes, if necessary, would have enabled you to gain more from this course? Explain in detail.

FORM LRC 4 – Student Reaction to Instruction

Course _____ Instructor's Name _____

Directions: Listed below are performance statements which represent the kind of things students might observe their professor doing sometime during the quarter. Read each statement and if you **definitely** remember having observed it to occur during this class, then place a check mark to the left of the statement. If you do not **immediately** remember having observed it in this class during this quarter, then do not check the statement. Remember, check only those things you personally saw the professor in this class do this quarter.

_____ 1. Presented examples of what he/she wanted by way of homework, papers, etc.
_____ 2. Lectured above students' level of comprehension repeatedly.
_____ 3. Required excessive and unnecessary memorization.
_____ 4. Learned students' names quickly.
_____ 5. Refused to discuss exams.
_____ 6. Embarrassed many students by use of profanity.
_____ 7. Arranged "help sessions" for students.
_____ 8. Introduced humor to stimulate class interest.
_____ 9. Made a dramatic gesture to emphasize an important point.
_____ 10. Failed to return exams.
_____ 11. Adjusted pace to the needs of the class.
_____ 12. Utilized visual aids to clarify lesson materials.
_____ 13. Used leading questions to force a student to answer his own questions.
_____ 14. Repeated material to the point of monotony.
_____ 15. Extended office hours in order to further assist students.
_____ 16. Ignored students' need for extra help.
_____ 17. Stimulated students to intellectual effort far beyond that required by most courses.
_____ 18. Refused to explain the basis for his/her grading system.
_____ 19. Related the course material to real-life situations.
_____ 20. Became angry or sarcastic when corrected by a student.
_____ 21. Failed to take any measure to prevent cheating.
_____ 22. Lectured fluently without aid of notes.
_____ 23. Prepared hand-out sheets to complement lectures.
_____ 24. Course requirements remained vague and disorganized.
_____ 25. Allowed students to work in committees on material too difficult for individual students.
_____ 26. Summarized material in a manner which aided retention.
_____ 27. Became confused when attempting to explain important points.
_____ 28. Presented each lesson within class time.
_____ 29. Came to class unprepared.
_____ 30. Refused to consider alternative solutions to problems.
_____ 31. Requested and obtained students' questions and reactions.
_____ 32. Refused to admit that he/she was unable to answer some questions.
_____ 33. Differentiated between significant and non-significant material.
_____ 34. Introduced unfamiliar words or concepts without clarification.
_____ 35. Praised the class for good work.
_____ 36. To the extent possible, scheduled exams so as to reduce conflicts.
_____ 37. Used class discussions to bring out contrasting views.

OVER

_____ 38. Displayed favoritism.
_____ 39. Demonstrated extensive knowledge of the literature in his/her suggestions for outside reading.
_____ 40. Demonstrated tolerance toward students' personal beliefs even when they conflicted with course materials.
_____ 41. Announced exams too late for students to prepare sufficiently.
_____ 42. Introduced new and stimulating ideas about the subject.
_____ 43. Clearly stated the purposes and objectives of the course.
_____ 44. Forced the students to shoulder the entire burden of gaining knowledge of the subject.
_____ 45. Lectured in a manner which held class attention.
_____ 46. Announced one type of test but gave another.
_____ 47. Displayed nervousness and fear when covering difficult material.
_____ 48. Demonstrated the importance and significance of the subject matter.
_____ 49. Gave ample notice for lengthy assignments.
_____ 50. Exposed the students to the leading authorities in the field.
_____ 51. Lectured in a low monotone.
_____ 52. Answered students' questions as completely as possible.
_____ 53. Made a disparaging remark to a student in the presence of other students.
_____ 54. Displayed patience when students asked irrelevant and disruptive questions.
_____ 55. Lectured in a rambling fashion.
_____ 56. Deliberately wasted class time rather than covering course material.

BASED ON **ALL** OF YOUR OBSERVATIONS OF THIS INSTRUCTOR'S TEACHING PERFORMANCE, HOW DO YOU GRADE HIS/HER **OVERALL** TEACHING EFFECTIVENESS?

A_____ B_____ C_____ D_____ F_____